# MY SPELLING

## Teacher's Edition GRADE 7

B.C.
428.1
Y54

YOAKAM-DAW

1068

DISCARDED
FROM
LEGISLATIVE LIBRARY
Victoria, B.C.

# LEGISLATIVE LIBRARY

PROVINCE OF BRITISH COLUMBIA

LIBRARY
Dept. of Education

November 1949.

# My Spelling

## GRADE SEVEN

*By*

Gerald A. Yoakam *and* Seward E. Daw

REVISED FOR CANADIAN SCHOOLS BY

HARRY W. BROWN
CLARE R. MACLEOD
WILLIAM A. MARSHALL
JOHN R. McCARTHY
MILTON F. PUMMELL
NORMAN R. WIGHTMAN

ILLUSTRATED BY HERBERT PAUS

Ginn and Company · Toronto

B.C.
428.1
Y54

# Contents

## Unit I · Building New Words


| LESSON | | PAGE |
|---|---|---|
| 1. | Spelling Plural Nouns | 6 |
| 2. | Adding **ed** and **ing** | 10 |
| 3. | Doubling the Final Consonant | 12 |
| 4. | Writing Possessive Forms | 14 |
| 5. | Our Language | 16 |
| 6. | Let's Make Sure | 18 |


## Unit II · Canada, a Land of Opportunity


| | | |
|---|---|---|
| 7. | A Land of Opportunity | 22 |
| 8. | The Man from Czecho-Slovakia | 24 |
| 9. | An Immigrant from Scotland | 26 |
| 10. | A Famous Musician | 28 |
| 11. | A Great Photographer | 30 |
| 12. | Let's Make Sure | 32 |


## Unit III · Canadian Food Products


| | | |
|---|---|---|
| 13. | Our Food Problem | 36 |
| 14. | Cereals and Grains | 38 |
| 15. | Meat and Dairy Products | 40 |
| 16. | Fruits and Vegetables | 42 |
| 17. | Sea Food | 44 |
| 18. | Let's Make Sure | 46 |


## Unit IV · The Conservation of Natural Resources


| | | |
|---|---|---|
| 19. | Our Vanishing Wild Life | 50 |
| 20. | The Movement for Conservation | 52 |
| 21. | Conservation of Forests | 54 |
| 22. | Conservation of Water | 56 |
| 23. | Soil Conservation | 58 |
| 24. | Let's Make Sure | 60 |


849.5 Copyright, Canada, by Ginn and Company. Printed in Canada. All Rights Reserved

## Unit V · Health and Disease


| LESSON | | PAGE |
|---|---|---|
| 25. | Canadian Youth and Health | 64 |
| 26. | Invisible Enemies | 66 |
| 27. | Microbe-Hunters | 68 |
| 28. | The Control of Disease | 70 |
| 29. | Drugs and Narcotics | 72 |
| 30. | Let's Make Sure | 74 |


## Unit VI · Man and His Machines


| | | |
|---|---|---|
| 31. | Machines and Progress | 78 |
| 32. | James Watt and the Steam Engine | 80 |
| 33. | Bell and the Telephone | 82 |
| 34. | Edison, a Many-Sided Inventor | 84 |
| 35. | Fulton and His Steamboat | 86 |
| 36. | Let's Make Sure | 88 |

| | |
|---|---|
| Your Handwriting | 91 |
| Progress Chart | 92 |
| To thc Teacher | 93 |
| Suggestions for Grade Seven | 96 |
| Your Dictionary | 97 |
| Rules to Help You Spell | 121 |
| Abbreviations You Should Know | 125 |
| Dictation Exercises | 126 |
| Brain-Teasers | 127 |
| The Hundred Word Demons | 128 |




LEGISLATIVE LIBRARY
VICTORIA, B. C.

# How to Use Your Spelling Book

## *Monday*

Read the lesson article and talk about it.
Say each New Word after your teacher pronounces it.
Find the New Words in the article.
Write each New Word.

## *Tuesday*

Do the exercises called Working with Words.

## *Wednesday*

Take your first test on the New Words.
Correct your test and find your score.
Write correctly each word that you misspelled.

## *Thursday*

Study the New Words that you misspelled on Wednesday. Then study the Review Words for the week.

In your extra time learn the Other Words to Spell.

## *Friday*

Take a test on the New Words and the Review Words.

Correct your test and find your final score for the week. Mark your Progress Chart.

Keep a record of any words that you misspelled. These are your hard words. Study them whenever you have time on other spelling days.



LEGISLATIVE LIBRARY
VICTORIA, B. C.

# Unit I

# Building New Words

# 1. Spelling Plural Nouns

If you really want to spell correctly and are willing to establish certain habits, learning to spell is not difficult. Each term you will increase your vocabulary and gradually you will become better informed about building new words.

Do you know how to spell plural nouns? As you know, many words, such as *mirror*, *excursion*, *jacket*, *expression*, and *entertainment*, simply add an *s*. Such words as *virtue*, *catalogue*, and *schedule* also add an *s*. Words which end in *sh*, *ss*, *ch*, *x*, and *z* usually add *es*. Three such words are *process*, *sketch*, and *compass*.

Words ending in a consonant and *y* may cause more difficulty. Remember to change the *y* to *i* and add *es*. How should you form the plurals of these words: *battery*, *society*, *university*, *community*? Words such as *donkey* and *boy*, which end in a vowel and *y*, add the *s* without any change in the root words.

A few words follow still other rules, but if you understand and use these three rules, you will be able to spell most plural nouns.

## New Words

| | | | |
|---|---|---|---|
| correctly | mirror | virtue | compass |
| establish | excursion | catalogue | battery |
| term | jacket | schedule | society |
| gradually | expression | process | university |
| informed | entertainment | sketch | community |

# What to Do Each Day

## *On Monday, Learn to Use the New Words*

1. Read silently the article containing the New Words for the week. Be sure that you can pronounce every word. Your teacher may choose someone to read the article aloud. Then discuss it with your classmates.

2. Find each of the New Words in the article. Pronounce them carefully. Make sure that you know the meaning of each New Word.

3. Use each of the New Words in a sentence.

4. Copy the New Words on a sheet of paper.

## *On Tuesday, Study the New Words*

With each lesson there are exercises called Working with Words. Do these exercises on Tuesday. Always write your answers on a sheet of paper. Never write in this book. Here are four exercises for this week:

1. A singular noun means just one person, place, or thing. A plural noun means more than one. On your paper list the fifteen singular nouns given in the second, third, and fourth columns of New Words on page 6. Opposite each singular noun write its plural form. Follow the rules given on page 6.

2. Two New Words end in **ly**. Write them.

3. Write the New Word ending in **ed**.

4. Find **establish** and **informed** in your dictionary. Copy them in syllables and mark each vowel. Write the whole words.

## *On Wednesday, Take Your First Test*

1. Number a piece of paper for your first test. Use a new line for each word.

2. Listen carefully as your teacher pronounces each word. Then say each word softly to yourself. Write each word after its number.

3. Correct your test. Count the number of words that you spelled right. Write the number on your paper. This is your first score.

4. Put a line under each word that you misspelled. These are your hard words. Write each of your hard words correctly.

5. Save your test paper.

## *On Thursday, Learn to Spell Your Hard Words*

1. Take the test paper on which you marked your hard words on Wednesday. Use the following rules for learning to spell each word that you misspelled.

### How to Learn to Spell

1. Look at the word and say it softly to yourself. Make sure that you hear every sound correctly.

2. Look at the word and say each letter in it.

3. Cover the word or close your eyes. Try to say each letter of the word without looking at it.

4. Look at the word and copy it.

5. Write the word three times without looking at your book. Check the spelling. If you make a mistake, start again with the first rule in this list.

2. Study every hard word the same way.

3. Beginning with lesson 2, you will have eight Review Words each week. Study the Review Words when you have learned all the New Words.

4. If you have time left, learn to spell the Other Words to Spell. You will find the first list in lesson 2.

## *On Friday, Take Your Last Test*

1. Number a paper for your test.

2. Listen carefully as your teacher pronounces each New Word and Review Word. Then say each word softly to yourself. Write each word.

3. Correct your test. Count the number of words that you spelled right. Write the number of your paper. This is your final score.

4. If you keep a Progress Chart, mark your score.

### Keep a Record of Your Spelling

Keep a record of the words that you misspell on the Friday tests. A small notebook will be good for the purpose. Each Friday write in your notebook the words that you misspell. Call them My Hard Words. Study them whenever you have time on other spelling days.

In your notebook list also the words that you misspell in the other writing that you do in school. Call these My Special Words. When you have extra time, work hard to learn to spell these words. You will never be a good speller until you master your special difficulties.

# 2. Adding *ed* and *ing*

Two familiar suffixes are *ed* and *ing*. If you will adopt a few formal rules for adding these suffixes and learn them perfectly, you will be less likely to misspell many words in everyday use.

1. Many words are formed by adding *ed* and *ing* without any change. Such words are *furnished*, *elected*, and *remaining*.

2. Words ending in a silent *e* drop the *e* before adding *ed* and *ing*. Notice: *cease*, *ceased*, *ceasing*; *advertise*, *advertised*, *advertising*; *seize*, *seized*, *seizing*.

3. Words ending in a consonant and *y* change the *y* to *i* before adding *ed*, but do not make any change before adding *ing*. Notice these words, for example: *apply*, *applied*, *applying*; *reply*, *replied*, *replying*; *accompany*, *accompanied*, *accompanying*; *supply*, *supplied*, *supplying*.

4. Words ending in a vowel and *y* add *ed* and *ing* without making any other change. Such words are *delay*, *delayed*, *delaying*, and *destroy*, *destroyed*, *destroying*.

In the next lesson you will learn the rules for doubling the final consonant before adding *ed* and *ing*.

## New Words

| | | | |
|---|---|---|---|
| adopt | remaining | apply | accompany |
| formal | cease | applied | accompanying |
| misspell* | advertise | applying | supplied |
| furnished | advertising | replied | delayed |
| elected | seize | replying | destroyed |

*Also spelled **mis-spell.**

## Working with Words

1. Write **adopt** and **misspell**. Make new words by adding **ed** and **ing** to these two New Words.

2. Write **elected**, **furnished**, and **remaining**. Drop the suffix from each and write the root word.

3. Which rule for adding **ed** and **ing** should you follow for **cease** and **seize**? Write **cease** and **seize**. Then add **ed** and **ing** to each word.

4. Write **delayed** and **destroyed**. Then write the root word from which each is formed. Underline the vowel and **y** with which each root word ends.

5. Find the meaning of **formal** in your dictionary. Write a sentence using **formal**.

6. Find **advertise**, **advertising**, **accompany**, and **accompanying** in your dictionary. Write each word in syllables. Write the whole word.

7. Write **apply** and the two New Words formed from it.

8. Write the root words from which **replied** and **supplied** were formed. Write **replied** and **supplied**.

9. Write **replying**. Write the rule that explains how to add **ing** to words like **reply**.

### Review Words

| | | | |
|---|---|---|---|
| schedule | term | catalogue | establish |
| community | gradually | university | sketch |

### Other Words to Spell

| | | | |
|---|---|---|---|
| varied | varying | hurrying | betrayed |

# 3. Doubling the Final Consonant

The rules for doubling the final consonant before adding *ed* and *ing* are more difficult than the rules given in lesson 2. If you are convinced of their value, however, and determine to master them, they are sure to help you. As you will see, many ordinary words follow the rules.

1. Words of one syllable ending in a single consonant preceded by a single vowel double the final consonant before adding *ed* and *ing*. Notice *trim, trimmed; wrap, wrapped; ship, shipping*; and *shop, shopping*. Notice also such words as *wedding*.

2. Words of two or more syllables double the final consonant before adding *ed* and *ing* when these conditions are met: the last syllable ends in a single consonant preceded by a single vowel, and the accent is on the last syllable. Examples of this rule are *refer, referred, referring; occur, occurred, occurring; submit, submitted, submitting; commit, committed, committing; permit, permitted, permitting*; and *compel, compelled, compelling*.

These two rules explain how to spell many hard words. Once you know the rules, you will use them constantly.

## New Words

| | | | |
|---|---|---|---|
| convinced | shipping | occur | committed |
| determine | shopping | occurred | permitted |
| ordinary | wedding | submit | compel |
| trimmed | refer | submitted | compelled |
| wrapped | referred | commit | constantly |

## Working with Words

1. Find these words in your dictionary: **occur, refer, compel, commit, submit.** Write each word in syllables and place the accent mark correctly. Say each word carefully. In each word underline the final consonant and the single vowel which precedes it. Now write the New Words formed from the five words given above.

2. Write **permitted.** Write the root word from which it is formed and mark the accented syllable.

3. Five New Words were formed by doubling the final consonant and adding **ed** or **ing** to a word of one syllable. Write the New Words and the root words.

4. Write the New Word that means "all the time."

5. Find **convinced, ordinary,** and **determine** in your dictionary. Write each word in syllables and say it softly. Write the whole words.

6. Write the New Word beginning with a silent **w.**

7. Write in alphabetical order all the New Words beginning with **c.**

8. Find the eight New Words which doubled the final consonant before adding **ed.** Write each of the words, using the suffix **ing** instead of **ed.**

### Review Words

| | | | |
|---|---|---|---|
| omitted | accompanying | destroyed | seize |
| planning | advertising | misspell | cease |

### Other Words to Spell

| | | | |
|---|---|---|---|
| defer | deferred | stirring | slipped |

# 4. Writing Possessive Forms

A good secretary at her typewriter is always alert to spelling. Unless she spells perfectly on every occasion, she may lose her opportunity to earn a living. In order to be accurate, she keeps a dictionary on her desk. When she is uncertain of the spelling of a word, she turns to the dictionary for help.

Since a mistake in placing the apostrophe is considered a spelling error, she must know how to write possessive forms. Can you write the possessive forms of these singular nouns: *chairman*, *janitor*, *audience*, *preacher*, *missionary*, *companion*, *burglar*? Can you write the possessive forms of these plural nouns: *committees*, *partners*, *seniors*, *rebels*? If you cannot give a clear explanation of the way to spell possessive forms, study the rules on the next page.

## New Words

| | | | |
|---|---|---|---|
| secretary | accurate | audience | committees |
| typewriter | dictionary | preacher | partners |
| perfectly | considered | missionary | seniors |
| occasion | chairman | companion | rebels |
| opportunity | janitor | burglar | explanation |

## Working with Words

1. These are the rules for writing possessives:

> 1. Singular nouns form the possessive by adding an apostrophe and **s** (**pilot, pilot's**).
>
> 2. Plural nouns which end in **s** add only an apostrophe to form the possessive (**aviators, aviators'**).
>
> 3. Plural nouns which do not end in **s** add the apostrophe and **s** to form the possessive (**men, men's**).

2. Write the singular nouns listed in italic type on page 14. Then write the possessive form of each one.

3. Now write the four plural nouns listed in the same paragraph. Write the possessive form of each one.

4. Write in alphabetical order the New Words in the first two columns on page 14.

5. Write **secretary**, **opportunity**, and **dictionary**. Now write the plural of each.

6. Find **occasion**, **explanation**, and **considered** in the dictionary. Write each word in syllables. Write the whole word.

### Review Words

| | | | |
|---|---|---|---|
| principal | ordinary | occurred | compelled |
| governor | referred | submitted | wrapped |

### Other Words to Spell

| | | | |
|---|---|---|---|
| tailor | debtor | pastor | employer |

# 5. Our Language

Our English language is constantly growing and developing. Inventions and discoveries bring new words into daily speech or give new meanings to old words. Important events also bring certain words into common usage. Every child today recognizes such words as *aviator*, *monoplane*, *propeller*, *glider*, and *parachute*, yet years ago they would have been unknown.

English grew out of Anglo-Saxon, but almost half our words are borrowed from other languages, especially Greek, Latin, and French. Such words as *photograph*, *democratic*, and *apology* are taken from Greek words; while *noble*, *column*, *verse*, *compare*, *resemble*, and *religious* are based on Latin words. Such words as *bureau*, *prairie*, and *bouquet* are French.

Other languages have contributed words also. The word *awkward* is taken from Old Norse, *alcohol* from the Arabic, and *toboggan* from one of the Indian languages.

## New Words

| | | | |
|---|---|---|---|
| aviator | photograph | verse | prairie |
| monoplane | democratic | compare | bouquet |
| propeller | apology | resemble | awkward |
| glider | noble | religious | alcohol |
| parachute | column | bureau | toboggan |

## Working with Words

1. Write **bureau, prairie**, and **bouquet.** Find each word in the dictionary and learn to pronounce it.

2. Write **column** and **awkward.** Find each word in the dictionary. Cross out the silent letters in these words.

3. Write the five New Words that refer to aviation and airplanes. Write sentences using the words.

4. Write **compare** and **resemble.** Make new words by dropping the final **e** and adding **ed** to each word.

5. Write the New Words that might be used to describe (1) our form of government and (2) a book such as the Bible.

6. Write the New Word that begins and ends with **ph.** What sound has **ph** in this word?

7. One New Word has only one syllable. Write it.

8. Write **apology, alcohol**, and **toboggan.** Find each word in the dictionary and notice the sound given each **a** and **o**. Copy each word in syllables and mark the **a's** and **o's.**

9. Write **parachute.** Say the word. What sound is given to the letters **ch**?

10. Find and write the two words that end in **ble.**

### Review Words

| | | | |
|---|---|---|---|
| ancient | secretary | opportunity | committees |
| literature | occasion | explanation | accurate |

### Other Words to Spell

| | | | |
|---|---|---|---|
| detour | coupé | ski | dial |

# 6. Let's Make Sure

| | | | |
|---|---|---|---|
| awkward | verse | opportunity | convinced |
| cease | burglar | virtue | community |
| accurate | commit | column | misspell |
| permitted | apology | secretary | advertise |
| occurred | religious | seniors | explanation |

| | | | |
|---|---|---|---|
| submitted | glider | correctly | compel |
| applied | alcohol | jacket | ordinary |
| monoplane | considered | preacher | constantly |
| compass | sketch | accompanying | janitor |
| replied | informed | entertainment | elected |

| | | | |
|---|---|---|---|
| advertising | democratic | referred | applying |
| compelled | shipping | parachute | term |
| committees | schedule | adopt | determine |
| society | missionary | delayed | mirror |
| remaining | compare | destroyed | perfectly |

| | | | |
|---|---|---|---|
| aviator | supplied | establish | prairie |
| submit | partners | bureau | shopping |
| formal | committed | toboggan | chairman |
| photograph | excursion | companion | apply |
| catalogue | university | wrapped | expression |

| | | | |
|---|---|---|---|
| occur | seize | process | battery |
| gradually | accompany | resemble | furnished |
| refer | rebels | wedding | replying |
| propeller | typewriter | trimmed | occasion |
| audience | noble | dictionary | bouquet |

# What to Do During Review Week

The last lesson of each unit is a review. During each Review Week use the following directions instead of the ones that are given on pages 7 to 9.

## *Monday*

The words on page 18 are your Review Words. Say them softly to yourself. Study any word that does not seem easy to you. Pay special attention to the words that you misspelled on your Friday tests. Use the rules for studying your spelling that are given on page 8.

## *Tuesday*

Start to do the exercises called Reviewing Your Words. Learn any words that are hard for you to spell. Complete as many exercises as you can.

## *Wednesday*

Take a test on the first half of your review lesson. Your teacher will pronounce the words for you. Check your paper carefully. If you misspell any words, write them in your list of Hard Words.

## *Thursday*

Take a test on the second half of your review lesson. Your teacher will pronounce the words for you. Check your paper and list your Hard Words.

## *Friday*

Study the words that you misspelled on Wednesday or Thursday. If you did not misspell any words, you may finish Reviewing Your Words.

## Reviewing Your Words

1. In your dictionary the pronunciation of each word is shown in brackets. The vowels are marked according to their sounds, and the accented syllables are shown. For example, **photograph** appears as **fō′tŏ gråf.** The marks for the vowel sounds are called *diacritical marks.* Already you are familiar with the short vowels, **ă, ĕ, ĭ, ŏ,** and **ŭ,** and the long vowels, **ā, ē, ī, ō,** and **ū.** By the end of this year you should recognize easily all the diacritical marks used in your dictionary.

2. Find these words in your dictionary: **noble, compare, propeller, submit, democratic, advertise, monoplane.** Copy the words in syllables and mark each vowel. Cross out any final silent **e**'s. Do not copy the pronunciation forms. Say each word, observing the vowel sounds. Write the whole words.

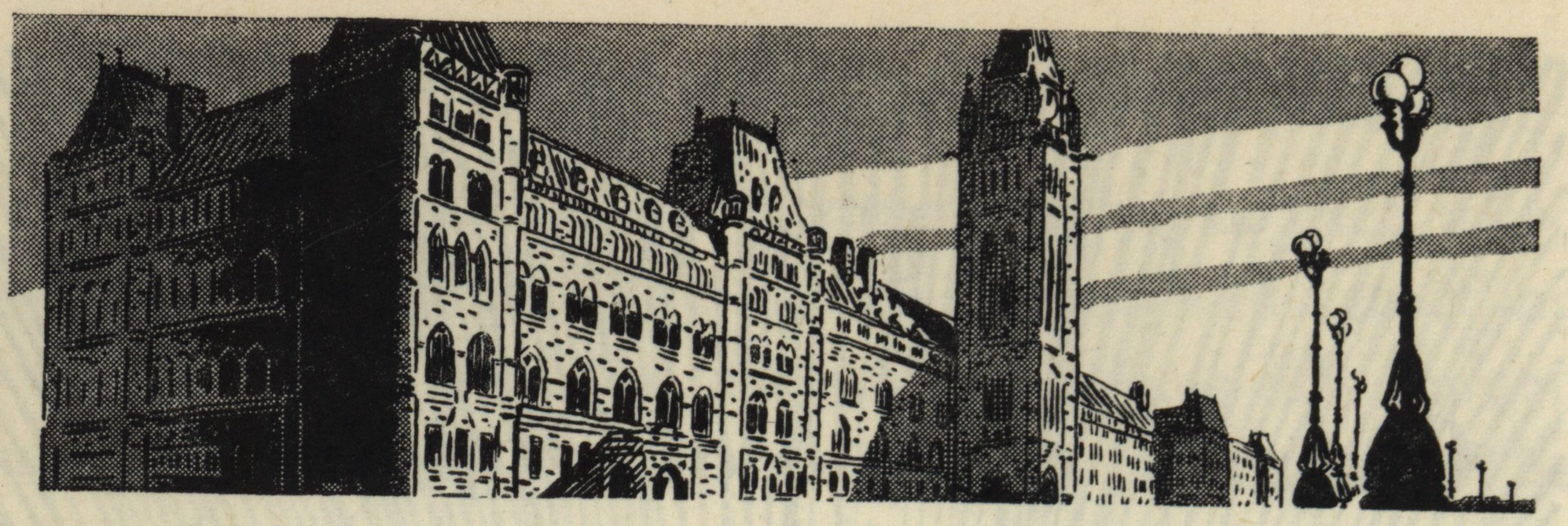
3. Review the rules for forming possessives. Then write the possessive forms of **secretary** and **aviator.** Use each possessive form in a sentence.

4. A word having almost the same meaning as another word is called a *synonym.* For example, **replied** is a synonym of **answered.** Among your Review Words find a synonym of each of the following: **clumsy, stop, exact, allowed, happened.** Write the Review Words.

5. Many words are easier to spell if they are pronounced carefully and correctly. Find **gradually, opportunity, university,** and **accompanying** in the dictionary. Observe each syllable as you pronounce the words. Write the words.

# Unit II

# Canada, a Land of Opportunity



# 7. A Land of Opportunity

It is the firm belief of every immigrant that the glorious prospect of genuine opportunity awaits him in Canada. Before leaving his native land he must secure a certificate of good health and character. Once admitted here, he may find an acceptable position and become a skilled worker or tradesman.

An immigrant, Susanna Moodie, was the author of a book which gives a fine description of life in early Canada. Despite the extreme poverty, the hardships, and the poor appearance of her pioneer home, Mrs. Moodie was honestly happy in Canada and was able to create delightful poems about the country she loved. She did not envy those who lived more favourably, for she had achieved success and happiness in her own way.

## New Words

| | | | |
|---|---|---|---|
| firm | certificate | description | create |
| immigrant | admitted | extreme | delightful |
| glorious | acceptable | poverty | envy |
| prospect | skilled | appearance | favourably* |
| genuine | author | honestly | happiness |

*Also spelled **favorably.**

## Working with Words

1. Find and write the New Word that follows the rule for doubling the final consonant before adding **ed**.

2. Write the New Word ending in the suffix **able**. Write also the root word from which it was formed.

3. Find **genuine** and **extreme** in the dictionary. Write the words and copy the marking for each vowel. Say the words correctly.

4. Write **honestly**, **delightful**, **appearance**, and **skilled**. What is the suffix in each word? Write the four root words.

5. Find **glorious**, **happiness**, **description**, **certificate**, **prospect**, and **favourably** in the dictionary. Write each word in syllables. Write the whole word.

6. Write **immigrant**. What does the word mean? Use **immigrant** in a sentence.

7. Write the New Words that mean (1) a person who is a writer; (2) to bring into being or to make; and (3) the state of being in need.

8. Write **envy**. Then change the **y** to **i** and add **ed**.

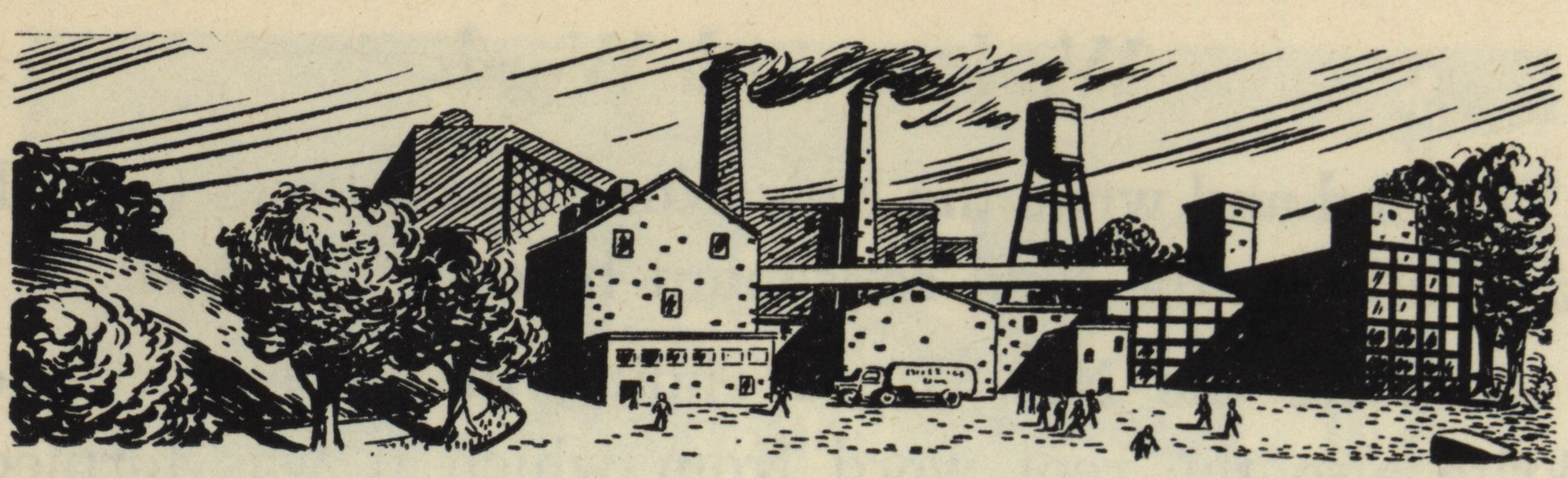
9. What meanings does your dictionary give for **firm**? Write two sentences illustrating two meanings of **firm**.

### Review Words

| | | | |
|---|---|---|---|
| foreign | bureau | alcohol | awkward |
| succeed | apology | prairie | propeller |

### Other Words to Spell

| | | | |
|---|---|---|---|
| refuge | rejoice | alien | tenement |



# 8. The Man from Czecho-Slovakia

In 1939 Thomas Bata left Czecho-Slovakia and came to Canada. He had confidence that in Canada the rights of the private individual would be respected, and that honesty, character, good personal judgment, and hard work would find favour and accomplish much.

With him he brought a superintendent and eighty-one key men from the shoe business which his family had operated since 1580. Although materials were limited, he immediately began to build a factory in eastern Ontario. With Mr. Bata's faculty for management, the plant grew rapidly from this humble start. The first year's production was 376,459 pairs of shoes.

The belief that Mr. Bata displayed in Canada was fully justified. His success illustrates the sincere welcome this country offers to men of his type.

## New Words

| | | | |
|---|---|---|---|
| confidence | judgment* | limited | production |
| private | favour† | immediately | belief |
| honesty | accomplish | faculty | displayed |
| character | superintendent | management | illustrates |
| personal | operated | humble | sincere |

*Also spelled **judgement.** †Also spelled **favor.**

## Working with Words

1. The words **immediately** and **superintendent** will be easier to spell if you write them first in syllables. Use your dictionary for help. Then write the whole words.

2. Write **belief.** Underline the **ie.**

3. Find and write the New Words which contain these words: **honest, display, limit, manage, person.** Beside each word write the suffix with which it ends.

4. Find the meanings of **character**, **favour**, and **faculty** in your dictionary. Write sentences illustrating two different meanings for each word.

5. **Write judgment.** Notice that you must drop the **e** in **judge** before adding **ment.**

6. Find these words in your dictionary: **illustrate, accomplish, confidence.** Write the words in syllables and mark each vowel. Write the whole words.

7. Write the New Word ending **in tion.**

8. Write **sincere** and **private.** Make New Words by adding **ly** to each one. Now write **humble.** Then drop the **le** and add **ly** to make a new word.

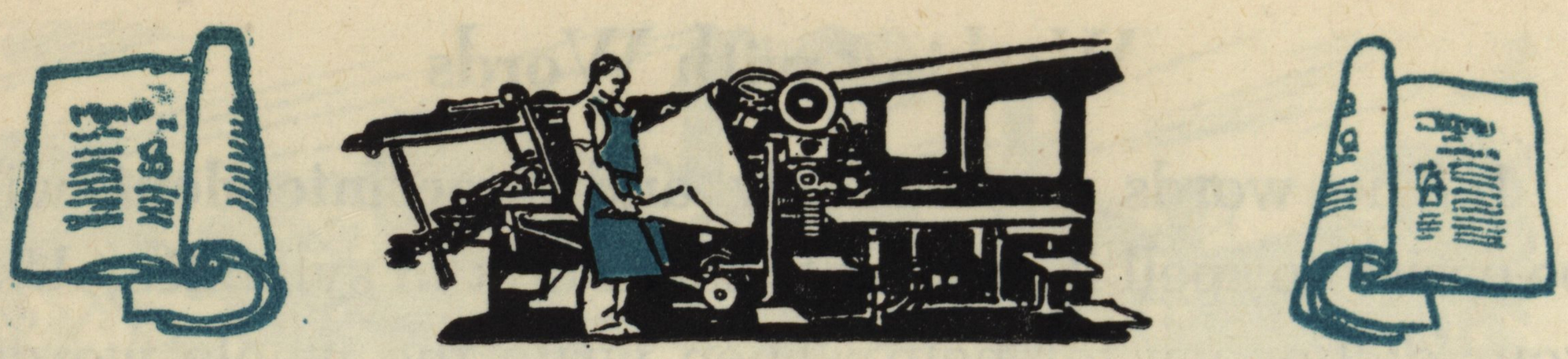
9. Write **operated.** Change the **ed** to **ing** and write another word.

### Review Words

| | | | |
|---|---|---|---|
| sincerely | glorious | certificate | description |
| sense | acceptable | appearance | genuine |

### Other Words to Spell

| | | | |
|---|---|---|---|
| manufacturer | naturalize | obedience | extensive |



# 9. An Immigrant from Scotland

In 1843, when he was twenty-five years old, George Brown came to Canada from Scotland. He began work as editor of the Toronto *Banner*, a weekly journal, and the following year he commenced to publish the *Globe*.

In those days the collection of news was difficult and at first the paper had only a small circulation. However, it soon proved more attractive than most other papers and magazines. One feature of this popular newspaper was a tireless campaign for needed reforms. Brown began to criticize fearlessly those who appeared ignorant of the need for a union of the provinces of Canada and for better transportation.

While perhaps not entitled to be called a literary genius, Brown did distinguish himself as a great Canadian. Throughout his career he sacrificed himself readily and completely in order to help build a better Canada, and he was personally responsible for many sensible reforms.

## New Words

| | | | |
|---|---|---|---|
| editor | attractive | criticize | career |
| journal | magazine | ignorant | readily |
| publish | feature | entitled | completely |
| collection | popular | literary | personally |
| circulation | campaign | distinguish | sensible |

## Working with Words

1. In the article on page 26, **journal** is spelled with a small letter, because it is used as a common noun. Write a sentence using **journal** as a proper noun.

2. Write **editor.** Then write the possessive form of the word. Use the possessive form in a sentence.

3. Write **publish** and **distinguish.** Add the suffixes **ed** and **ing** to each word.

4. Write two New Words ending in **tion.**

5. Find and write two New Words in which **ly** was added to a root word without any change. Now write another New Word ending in **ly.**

6. Find **campaign** in the dictionary. What sound have the letters **paign**? Write **campaign.**

7. Turn to your dictionary and find the meanings of these words: **ignorant, career, literary, entitled, sensible, feature,** and **popular.** Write each word in a sentence.

8. Notice the **z** in the last syllable of **criticize. Criticize** may also be spelled **criticise,** but the former spelling is preferred. Write **criticize.**

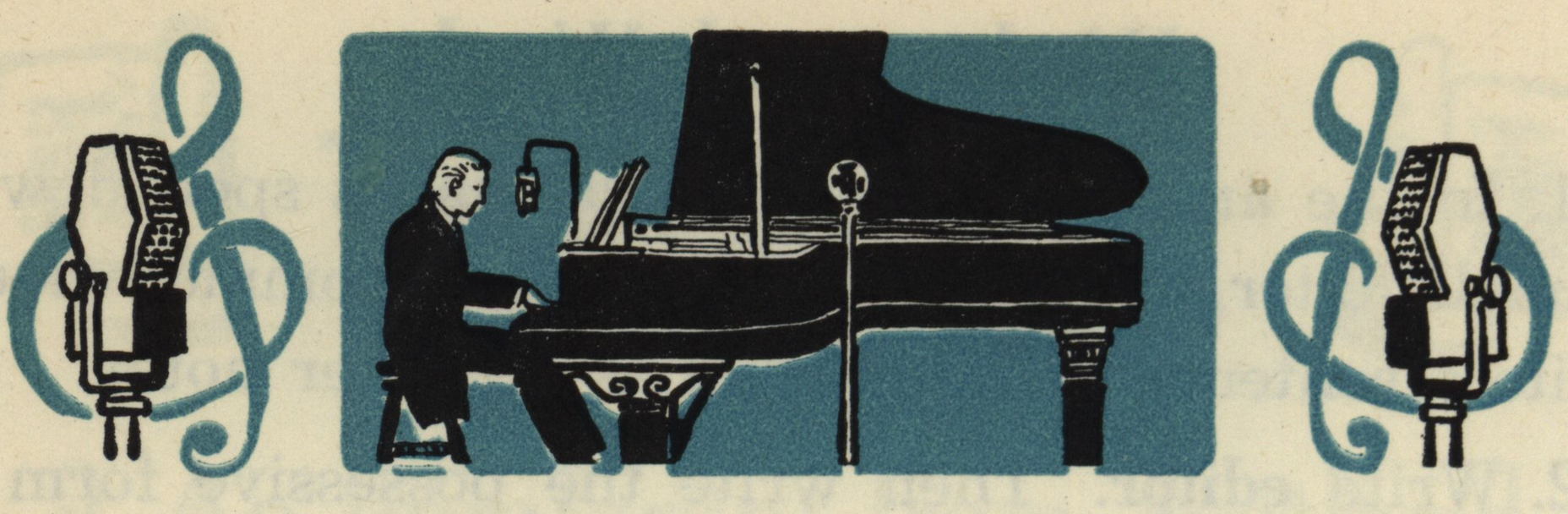
9. Use the words **magazine** and **attractive** in sentences.

## Review Words

| | | | |
|---|---|---|---|
| successful | judgment | immediately | belief |
| separate | character | superintendent | illustrate |

## Other Words to Spell

| | | | |
|---|---|---|---|
| biography | autograph | destined | charity |



# 10. A Famous Musician

Early in life Sir Ernest Macmillan showed that he had musical talent. At the age of nine he wrote his first composition. At fifteen he was a church organist and choir director.

In 1914, while he was attending an opera festival at Bayreuth in Germany, war broke out and he was interned. In the prison camp he came across a man who had a violin. This inspired him to search out other instruments and organize a camp orchestra.

Sir Ernest is always ready to render generous assistance to every musician who has the privilege of being associated with him. His influence has been great, and he has won the friendship of thousands.

When you hear a radio station announce an orchestra or chorus under his direction, arrange to listen. His music will add real enjoyment to your leisure time.

## New Words

| | | | |
|---|---|---|---|
| musical | opera | generous | friendship |
| talent | violin | assistance | announce |
| composition | organize | musician | chorus |
| choir | orchestra | privilege | arrange |
| director | render | influence | leisure |

## Working with Words

1. Write two New Words containing the word **music.**

2. Find and write the New Words containing **rr, ss,** and **nn.** Say each word in syllables.

3. What meanings for **composition** does your dictionary give? Illustrate two meanings in sentences.

4. In your dictionary find the meanings of these words: **render, opera, talent.** Write the words.

5. Write the New Word that is the name of a musical instrument.

6. Write **leisure** and **friendship.** Underline the **ei** in **leisure** and the **ie** in **friendship.**

7. Find **orchestra, choir,** and **chorus** in the dictionary. Notice how each is respelled and marked for pronunciation. What sound has **ch**? Write each word.

8. Write the New Word ending in the suffix **or.**

9. Find **generous, privilege,** and **influence** in the dictionary. Write each word in syllables. Say the syllables softly, looking at each letter. Write the whole words.

10. Write **organize** and mark each vowel as shown in the dictionary. Cross out the final silent **e.**

### Review Words

| | | | |
|---|---|---|---|
| grammar | completely | criticize | readily |
| prefer | magazine | personally | sensible |

### Other Words to Spell

| | | | |
|---|---|---|---|
| violinist | compose | symphony | announcer |

# 11. A Great Photographer

Yousuf Karsh came to Canada when he was fourteen. The uncle with whom he lived realized that he had particular ability in photography and arranged for him to become an employee in a studio.

Karsh won rapid promotion and eventually set up his own business. He specialized in portraits, photographing people in all walks of life—professors, statesmen, tradesmen, artists, housewives. His brilliant photography soon became known, and he is now frequently requested to make portraits of famous people, including the King. His studio in Ottawa is profitable, and he enjoys a good income, but he is more interested in his work than in acquiring property.

He has always disliked the bustle of the city, and so, as soon as he was able, he began drafting plans for a home on the outskirts of Ottawa, away from the noise and clatter of the trolley lines and traffic.

Small in physical stature, Karsh displays keen mental activity, but is extremely modest about his achievements. He is sometimes impatient, but he always shows courtesy. Canada is fortunate that he selected this country for his home.

## New Words

| | | | |
|---|---|---|---|
| particular | frequently | trolley | modest |
| employee | profitable | physical | impatient |
| promotion | income | mental | courtesy |
| professor | property | activity | fortunate |
| brilliant | drafting | extremely | selected |

## Working with Words

1. Write the New Word with the prefix **im**. Drop the **im**. What word have you? Write it.

2. Write **activity**, **courtesy**, and **trolley**. Now write the plural of each word. In which word does the **y** not change to **i**?

3. Find these words in your dictionary: **particular**, **profitable**, **brilliant**, **property**, **promotion**. Write each one in syllables and say it softly. Write the whole word.

4. Write **physical**. What sound has **ph**?

5. Find the meanings of **modest**, **income**, **mental**, and **employee** in your dictionary. Write each word.

6. Write **frequently** and **extremely**. Drop the **ly** and write the root words. Now write **fortunate** and **impatient**. Add **ly** to each to make a new word.

7. Write **professor**. Look at each letter. Notice the **ss**.

8. Write **selected** and **drafting**. Drop the suffix from each one and write the root word.

9. Write the word **employee**. Drop the **ee**. What is the new word?

10. Find the two New Words that have **ll** in them. Write them.

### Review Words

| | | | |
|---|---|---|---|
| knowledge | orchestra | leisure | talent |
| gentlemen | musician | assistance | privilege |

### Other Words to Spell

| | | | |
|---|---|---|---|
| comrade | magnet | transmitting | acid |

# 12. Let's Make Sure

| | | | |
|---|---|---|---|
| generous | literary | belief | certificate |
| happiness | render | friendship | mental |
| sensible | delightful | leisure | income |
| poverty | impatient | announce | ignorant |
| displayed | profitable | illustrate | confidence |

| | | | |
|---|---|---|---|
| firm | editor | organize | judgment |
| drafting | immigrant | author | magazine |
| musician | acceptable | collection | chorus |
| brilliant | physical | management | humble |
| operated | attractive | modest | accomplish |

| | | | |
|---|---|---|---|
| genuine | popular | criticize | sincere |
| envy | privilege | prospect | entitled |
| honesty | opera | promotion | production |
| trolley | choir | arrange | professor |
| superintendent | property | extreme | journal |

| | | | |
|---|---|---|---|
| character | fortunate | assistance | feature |
| director | courtesy | distinguish | composition |
| employee | create | private | immediately |
| campaign | career | orchestra | honestly |
| description | limited | particular | completely |

| | | | |
|---|---|---|---|
| glorious | skilled | violin | extremely |
| musical | influence | favour | frequently |
| talent | admitted | circulation | personally |
| appearance | publish | selected | readily |
| faculty | activity | personal | favourably |

## Reviewing Your Words

1. A word that is opposite in meaning to another word is called an *antonym*. For example, **private** is the antonym of **public**. For each of these words find an antonym among your Review Words: **stingy**, **grief**, **foolish**, **wealth**. Write the Review Words.

2. Review these rules for adding the suffix **ly**. (1) Words ending in a consonant and **y** change the **y** to **i** before adding **ly**. (2) Words ending in **ble** usually drop the **le** and add **ly**. (3) Most other words add the **ly** without making any change. Among your Review Words find six that add **ly** without any change, one that changes **y** to **i** before adding **ly**, and one that changes **le** to **ly**. Arrange the words in three lists according to the rules which they follow.

3. List these words: **delightful**, **sensible**, **personal**, **humble**, **sincere**, **profitable**. Make new words by adding **ly** to each word. Write the new words opposite your Review Words.

4. A syllable placed before a word to change its meaning is called a *prefix*. The prefix **im** means "not." Write **impatient**. What does the word mean? The prefix **un** also means "not." Write these Review Words: **skilled**, **popular**, **attractive**, **favourably**. Make new words by placing **un** before these words. Write the new words opposite the Review Words.

5. Review this spelling rule: **I** before **e** except after **c** or when sounded like **a**, as in **neighbour** and **weigh**. Find two Review Words that follow the rule. One Review Word is an exception to the rule. Find it and write it.

6. Write these singular nouns in a list: **choir, trolley, career, prospect, journal, feature, magazine, courtesy, faculty, activity.** Now write the plural form of each. Review the rules on page 6.

7. Write these words in a list: **author, professor, employee, immigrant, musician, director.** Opposite each word write the possessive form. Use each possessive form in a sentence.

8. Find these words in your dictionary: **certificate, acceptable, particular, superintendent, privilege, orchestra, confidence, judgment.** Copy each in syllables and mark the vowels. Write the whole words.

9. Write **limited** and **admitted.** Then review the rules on page 12 and explain why **limited** has one **t**, while **admitted** has two **t**'s.

10. The words **opera** and **operated** both come from a Latin word meaning "work." Write these words and underline the part of each one that is the same. What other word do you know that contains the same part?

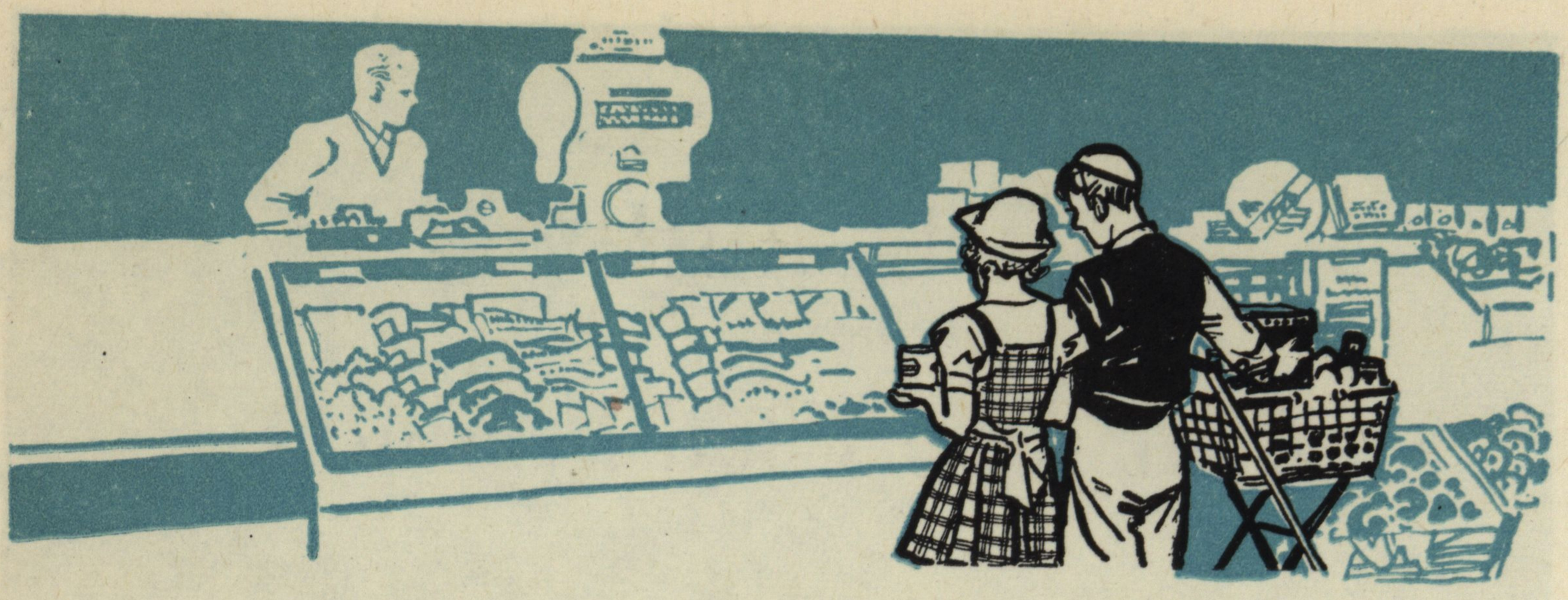
11. Arrange these lists of words in alphabetical order:

(1) **render, leisure, modest, physical, opera.**
(2) **illustrate, income, influence, ignorant, impatient.**
(3) **firm, favour, frequently, fortunate, favourably.**
(4) **generous, humble, glorious, genuine, honesty.**

12. Is your writing always neat and easy to read? Choose any ten Review Words containing **a**'s and ten others containing **o**'s. Write them in a list. Then check the **a**'s and **o**'s. Are they well written? Practise these letters and other words containing them.

# Unit III

# Canadian Food Products



# 13. Our Food Problem

Canadians annually waste quantities of food. Can we approve or justify this when there is a shortage of food among many people? With our rich soil and favourable climate we produce ample supplies. Every province and territory yields some foodstuffs. Each year we export grain and meat and import such things as sugar and coffee.

Our goal should be a variety and sufficient quantity of proper food of good quality for every man, woman, and child. The chief problem is to get a satisfactory distribution of foods throughout the population. Every liberal thinker believes that there should be an immediate attempt to adjust wages and prices so that no one will be hungry in the midst of plenty.

## New Words

| | | | |
|---|---|---|---|
| annually | favourable* | import | liberal |
| quantities | ample | variety | immediate |
| approve | supplies | quantity | adjust |
| justify | territory | quality | wages |
| shortage | export | throughout | midst |

*Also spelled **favorable**.

## Working with Words

1. Write **quantity** and **quantities.** Write the rule for adding **es** to words like **quantity.** Now write **quality**, **variety**, and **territory.** Then write the plural of each word. Write **supplies** and the root word from which it was formed.

2. Write **import** and **export.** Find the meanings of each word. Use each word in a sentence.

3. One New Word is a compound word. Write it. Write the two little words in it.

4. Write these words in a list: **adjust, approve, justify.** Use the rules on page 10 to help you to add **ed** and **ing** to each one.

5. Write the New Words in which you see these little words: **mid, short, annual.**

6. Find and write the New Word that means "pay received for work."

7. Use your dictionary to find meanings for **favourable**, **ample**, **liberal**, and **immediate**. Write sentences illustrating one meaning of each word.

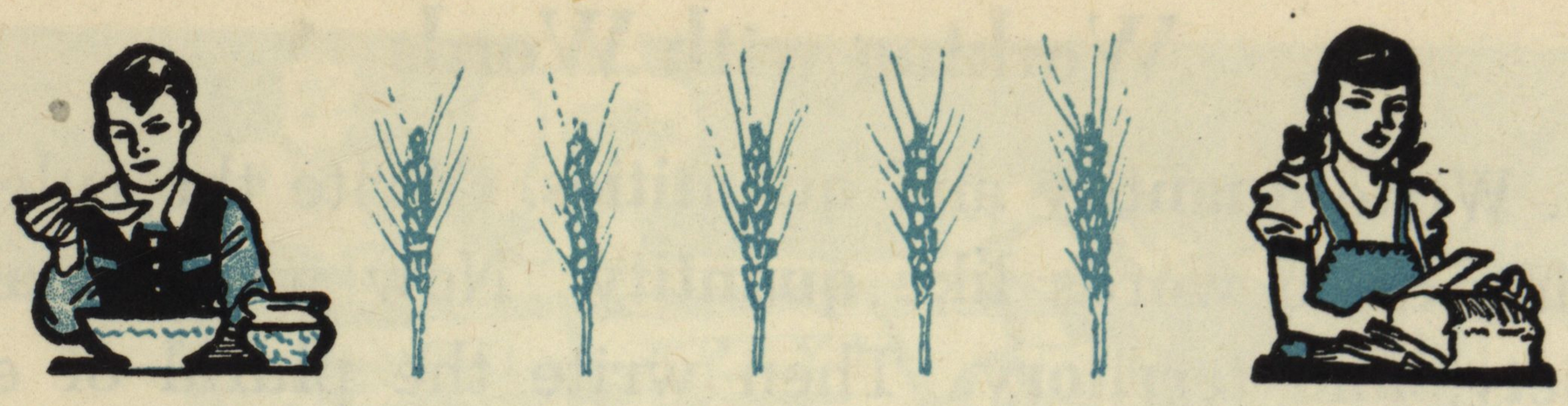
8. Write all the New Words containing double consonants, such as **nn** and **mm.**

### Review Words

| | | | |
|---|---|---|---|
| excellent | employee | physical | brilliant |
| coarse | extremely | professor | fortunate |

### Other Words to Spell

| | | | |
|---|---|---|---|
| consumer | hoard | famine | biscuit |



# 14. Cereals and Grains

The most important industry of the Prairie Provinces is agriculture. On practically every part of the vast farmlands in the south of the provinces wheat is grown. Other cereals are grown farther north.

Western farmers must spend much time in the preparation of the land for sowing and in harvesting. Farm machines, including the combine, a combination reaper and thresher, are used.

Though the farmers want to sell all their grain, occasionally they cannot dispose entirely of their crops. It is customary then to solve this difficulty by entering into an agreement with the men who operate the grain pool to hold their excess grain in elevators until it can be sold.

One may assume that a great portion of the grain grown in Canada is used to fill the stomachs of Europeans. Do you think we should urge our farmers to grow more cereals to feed these hungry people?

## New Words

| | | | |
|---|---|---|---|
| agriculture | including | solve | elevator |
| practically | combination | difficulty | assume |
| vast | dispose | agreement | portion |
| cereal | entirely | operate | stomach |
| preparation | customary | excess | urge |

## Working with Words

1. Write the New Words that mean (1) very large or great and (2) a share or a part.

2. Find the meanings of **elevator** and of **excess**. Write sentences illustrating two meanings of **elevator** and one meaning of **excess**.

3. Write **assume, urge, dispose, solve,** and **operate** in a list. Make new words by adding the suffixes **ed** and **ing** to each one. What letter must you drop from the root word before adding these suffixes?

4. Find these New Words in the dictionary and write each one in syllables: **agriculture, difficulty, preparation, combination, practically.** Look at each syllable carefully. Write the whole words.

5. Find and write the New Words containing these little words: **custom, entire, agree.**

6. Write **stomach**. What sound has the **ch**?

7. Find the New Word beginning with a **c** that is sounded like **s**. Write the word.

8. The word **including** was formed by dropping **e** from the root word before adding the suffix. Write the root word and your New Word.

## Review Words

| | | | |
|---|---|---|---|
| boundary | quantities | variety | territory |
| encourage | annually | immediate | approve |

## Other Words to Spell

| | | | |
|---|---|---|---|
| barley | calorie | temperate | plentiful |

# 15. Meat and Dairy Products

Meat is an important item in our food supply. It is probable that the roast beef which you ate at luncheon in the cafeteria or at the Scout banquet came from cattle raised on the prairies. Some cattle-buyer bought the steers and shipped them to a market. There he sold them to a prosperous farmer who, in turn, fattened them and, when he had them properly prepared for shipment, sent them to a meat-packing plant. Here they were butchered and the meat was given careful inspection before being delivered to your retail dealer.

Poultry and dairy products are another convenient source of good food. If you wish to gain an impression of their importance, listen to the radio announcer quote daily wholesale prices, or make a tour of the commission houses in some large city where these products are regularly transferred to all parts of the country.

## New Words

| | | | |
|---|---|---|---|
| item | prosperous | retail | quote |
| probable | properly | dealer | wholesale |
| luncheon | prepared | poultry | commission |
| cafeteria | shipment | convenient | regularly |
| banquet | inspection | impression | transferred |

## Working with Words

1. Write the New Word in which the consonant is doubled before adding **ed.** Write the root word also.

2. Write the New Words containing these words: **prosper, deal, ship, inspect, regular, proper.**

3. Find the meanings of these words: **poultry, impression, commission.** Write a sentence using each word.

4. The words **wholesale** and **retail** are opposite in meaning. Look up each word in the dictionary. Write a sentence using each word.

5. The word **banquet** is a French word. Find its pronunciation in the dictionary. Write **banquet.**

6. Write **luncheon.** Notice that the letters **eo** sound like short **u.**

7. Write **probable.** Make a new word by changing the **le** to **ly.**

8. Find **cafeteria** and **convenient** in the dictionary. Write the words in syllables. Write the whole words.

9. Write one New Word beginning with **pre** and three New Words beginning with **pro.**

10. Write **item.** Write the plural form of the word.

11. One New Word begins with **qu.** Write it.

### Review Words

| | | | |
|---|---|---|---|
| generally | practically | customary | assume |
| route | preparation | elevator | stomach |

### Other Words to Spell

| | | | |
|---|---|---|---|
| buyer | tour | mutton | auction |

# 16. Fruits and Vegetables

The colourful advertisements in popular magazines as well as the radio announcements are constant reminders of the relationship between health and good food. Canadians now expect the frequent delivery of fresh fruits and vegetables. Mellow apples, delicious grapefruit, celery, tomatoes, and various inexpensive vegetables guarantee for us a wholesome diet.

There are many publications which tell us how to preserve fruits and vegetables and which instruct us in other ways of protecting them against loss from decay. A comparison of the diet of our people with that of the people of other countries shows that we are fortunate indeed. Yet we cannot conceal the fact that many suitable protective foods, which supply necessary vitamins, are not wisely used. We must continue to work toward making Canadians a healthier people.

## New Words

| | | | |
|---|---|---|---|
| advertisement | delicious | diet | decay |
| announcement | celery | publication | comparison |
| constant | various | preserve | conceal |
| frequent | guarantee | instruct | suitable |
| delivery | wholesome | loss | vitamin |

## Working with Words

1. Write the one New Word having one syllable.

2. Your list of New Words contains eight two-syllable words. Find them and write them.

3. Two New Words were formed by adding **ment** to other words. Write the New Words and the root words. Notice that the final **e** is usually not dropped before adding **ment.**

4. Write the New Words containing these words: **whole, suit, deliver.**

5. Two New Words end in **ious.** Find them and write them.

6. Write the New Word that names a vegetable.

7. Write the New Word ending in **ee.** Cross out a silent letter in the first syllable.

8. Find **publication** and **comparison** in your dictionary. Write the words in syllables. Write the whole words.

9. Write **vitamin** in syllables. Mark each vowel.

10. The words **loss, diet,** and **delivery** form their plurals according to three different rules. What are the rules? Write the three plural forms.

## Review Words

| | | | |
|---|---|---|---|
| altogether | transferred | convenient | luncheon |
| satisfied | commission | cafeteria | prosperous |

## Other Words to Spell

| | | | |
|---|---|---|---|
| apricot | fragrant | cucumber | frigid |

# 17. Sea Food

You may recall that sea foods are valuable for their iodine. Moreover, many people like to vary their diets with salt-water fish. Recently methods of refrigeration and shipping have been highly improved, and it is much easier to distribute sea foods now than it was formerly. At certain times of the year fish markets in almost any location offer oysters, salmon, halibut, and shrimp.

The occupation of fishing is an important one. Fishermen oppose the elements and endure disagreeable weather in order that we may enjoy the wide selection of sea foods which the ocean affords. Even now a cod fisherman may be seeking to tempt a codfish from its retreat at a depth of a hundred feet or more.

Sea foods are proving a great attraction to many Canadians, and it is likely that the market for them will continue to expand. With a few exceptions, they are not so costly as meat. Nevertheless, they are often preferred to more expensive foods.

## New Words

| | | | |
|---|---|---|---|
| recall | oyster | selection | expand |
| vary | salmon | tempt | exception |
| highly | occupation | retreat | nevertheless |
| distribute | oppose | depth | preferred |
| location | disagreeable | attraction | expensive |

## Working with Words

1. Write the New Word in which the final consonant was doubled before adding **ed.** Write the root word.

2. Find the meanings of the word **retreat.** Write sentences illustrating two meanings.

3. Find and write five New Words ending in **tion.** Write each word in syllables.

4. Write **vary.** What does it mean? Write other words formed from **vary** that you have learned this year.

5. Write the New Words having only one syllable.

6. Write the New Words that mean (1) costly; (2) to remember; (3) to grow larger; and (4) not agreeable.

7. Write **nevertheless, distribute,** and **oppose.** Mark each vowel as shown in the dictionary.

8. Write the New Word containing the word **high.**

9. Write the plural forms of **oyster, salmon, selection,** and **exception.** Which word is exactly the same in the singular and the plural form?

10. Write the New Words containing double consonants.

11. Write three New Words beginning with **ex.**

### Review Words

| | | | |
|---|---|---|---|
| advertisement | guarantee | delicious | vitamin |
| announcement | comparison | various | conceal |

### Other Words to Spell

| | | | |
|---|---|---|---|
| iodine | herring | mackerel | sardine |

# 18. Let's Make Sure

| | | | |
|---|---|---|---|
| highly | operate | retail | advertisement |
| ample | tempt | immediate | dealer |
| prepared | oppose | assume | inspection |
| cafeteria | guarantee | import | shortage |
| suitable | vast | nevertheless | annually |

| | | | |
|---|---|---|---|
| midst | prosperous | including | expensive |
| location | impression | item | constant |
| entirely | quality | depth | combination |
| convenient | elevator | banquet | delivery |
| decay | export | oyster | announcement |

| | | | |
|---|---|---|---|
| recall | preparation | expand | difficulty |
| quote | cereal | regularly | publication |
| approve | celery | poultry | frequent |
| quantity | portion | attraction | quantities |
| conceal | territory | liberal | luncheon |

| | | | |
|---|---|---|---|
| preferred | excess | commission | shipment |
| wholesome | favourable | vary | practically |
| loss | comparison | adjust | disagreeable |
| salmon | preserve | throughout | selection |
| instruct | justify | urge | distribute |

| | | | |
|---|---|---|---|
| customary | agreement | properly | delicious |
| occupation | stomach | transferred | variety |
| various | wholesale | retreat | dispose |
| diet | supplies | vitamin | probable |
| exception | solve | wages | agriculture |

## Reviewing Your Words

1. Write these words in a list: **expensive**, **convenient**, **favourable**, **suitable**, **probable**, **properly**. Make new words by placing **in** before the first two words, **un** before the next two, and **im** before the last two. Write the new words opposite the Review Words. How does each prefix change the meaning of the word?

2. Words that come from other words are called *derived words*. For example, **suitable** is derived from **suit** and **advertisement** is derived from **advertise**. Find and write the Review Words that are derived from these words: **advertise**, **deal**, **inspect**, **short**, **annual**.

3. Frequently the spelling of the root word is slightly changed in the derived word. However, if you are able to recognize the root word, you may be able to unlock the meaning of the derived word. Often you may be helped with the spelling also. Write these words: **publication**, **occupation**, **various**, **comparison**, **elevator**, **prosperous**. From what root word was each of the Review Words derived?

4. Write these groups of words in alphabetical order:

(1) **diet, adjust, vitamin, oyster, stomach.**
(2) **constant, celery, cereal, conceal, customary.**
(3) **excess, export, elevator, expand, exception.**
(4) **prepared, preparation, practically, portion, preserve.**

5. The vowels **ou** have several different sounds. Four of these sounds are illustrated in the Review Words **prosperous**, **poultry**, **announcement**, **throughout**. Use the diacritical marks shown in your dictionary to help you recognize each **ou** sound. Say the words. Write them.

6. Write **disagreeable.** Underline the suffix **able** and the prefix **dis.** One of the meanings of **dis** is "not." Make new words by placing **dis** before **approve** and **agreement.** Write the new words. What does each word mean?

7. Write the word **conceal.** Notice that **c** has two different sounds. Find and write three Review Words containing a **c** pronounced like **k.** Now find and write three Review Words containing a **c** pronounced like **s.**

8. The word **attraction** is derived from a Latin word meaning "to draw." Use the word **draw** in defining **attraction.** Write **attract, attraction,** and **attractive.** Use each word in a sentence.

9. The two words at the top of each dictionary page are called *guide words.* The guide words are the first and the last words defined on the page. They help you to locate the words on the particular page. For example, the guide words **canary—cannibal** tell you that you will find **candle** on that dictionary page. Suppose you found dictionary pages with these pairs of guide words:

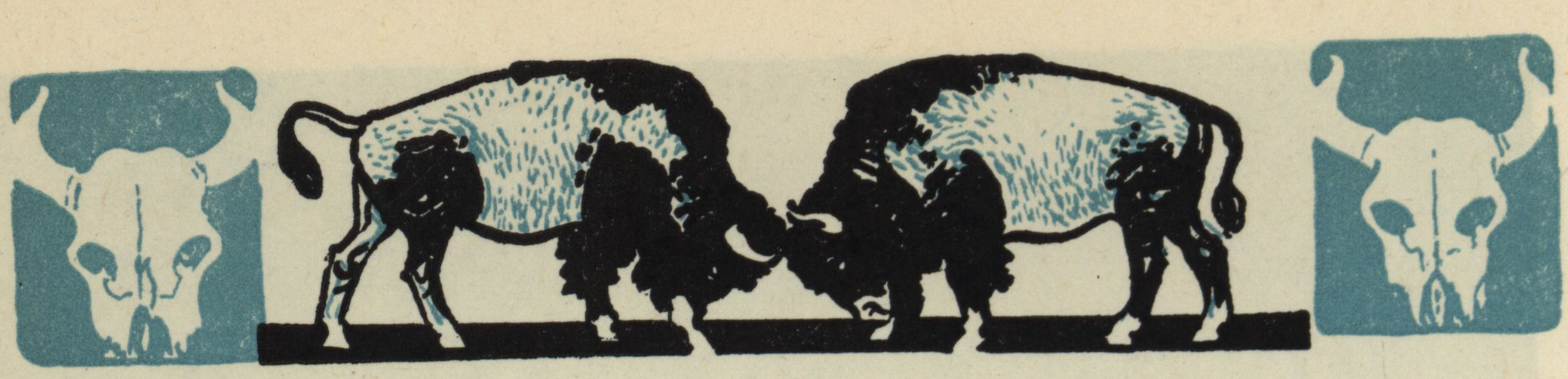
decay—depth
difficulty—dispose
selection—shortage
stomach—supplies

Which of the following Review Words would you find on each page: **suitable, delivery, shipment, disagreeable?** Write each pair of guide words. After each pair write the Review Word which you would find on that page.

10. These Review Words may be used to describe something: **frequent, vast, constant, delicious, wholesome, liberal.** Write a sentence using each word. If you need help with the meanings, refer to your dictionary.

# Unit IV

# The Conservation of Natural Resources



# 19. Our Vanishing Wild Life

A mere century ago wild life was abundant throughout our country. On the western plains buffalo appeared on every horizon. Then millions of these animals were killed and their hides sold to eager customers. The buffaloes were helpless against this terrible slaughter, and there was a steady decline in their numbers, until the supply was almost exhausted.

As game of every kind became more scarce, our leaders saw the necessity of helping it to endure. Genuine sympathy for the fate of the wild life helped to arouse an active interest. Clubs and societies were organized in order to discuss ways of overcoming the threat to the birds and animals and to appeal to the public. There was many a heated debate with those who refused to accept any plan for control. In the meantime, however, considerable progress was made in winning official support from the government.

## New Words

| | | | |
|---|---|---|---|
| mere | exhausted | arouse | debate |
| century | scarce | organized | refused |
| horizon | endure | discuss | meantime |
| customer | sympathy | threat | considerable |
| decline | fate | appeal | official |

## Working with Words

1. Write these words in a list: **customer, official, debate, century, sympathy.** Opposite each word write its plural form. Review the rules on page 6.

2. Write **appeal** and **threat.** Underline the **ea** in each word. What sound has each **ea**?

3. One New Word is a compound word. Write it.

4. Your list of New Words contains three one-syllable words ending in silent **e.** Write them. Cross out each silent **e** and mark the other vowels.

5. Write the New Word containing the word **consider.**

6. Find the meaning and pronunciation of **horizon.** Write a sentence using **horizon.**

7. Write **organized**, **refused**, and **exhausted.** From what root word was each formed? Write the root words.

8. Write **decline**, **arouse**, and **endure.** Drop the **e** from each word and add the suffixes **ed** and **ing.**

9. Write **discuss.** Make new words by adding the suffixes **es**, **ed**, and **ing.**

10. Write the New Words that rhyme with **conceal**, **secure**, and **recline.**

### Review Words

| | | | |
|---|---|---|---|
| creature | preferred | exception | expensive |
| league | distribute | occupation | retreat |

### Other Words to Spell

| | | | |
|---|---|---|---|
| buffalo | slaughter | mourn | graze |



LEGISLATIVE LIBRARY
VICTORIA, B. C.

# 20. The Movement for Conservation

The importance of the movement for the conservation of wild life is difficult to estimate. In order to protect the wild creatures, the various provinces have been obliged to pass laws to regulate hunting and fishing. These laws require every hunter and fisherman to register and to obtain a licence. They set a moderate limit upon the number of certain kinds of animals and birds that may be killed. The majority of citizens consent without protest to such reasonable laws, for they appreciate the need to restore the normal supply of wild life.

In addition, the federal and some provincial governments have established game preserves. Within these "peaceful kingdoms" the forests and streams are occupied by many kinds of wild life. Nature lovers are cordially invited, but punishment faces stupid persons who would cripple or destroy the wild creatures living there.

## New Words

| | | | |
|---|---|---|---|
| conservation | licence* | protest | occupied |
| estimate | moderate | reasonable | cordially |
| obliged | limit | appreciate | punishment |
| regulate | majority | normal | stupid |
| register | consent | kingdom | cripple |

*Also spelled **license**.

## Working with Words

1. The word **protest** is pronounced **pro test′** or **pro′-test**. In your dictionary find the meaning of each form of the word. Write a sentence illustrating each meaning.

2. Four New Words end with the syllable **ate**. Write the words. Then find each one in the dictionary. How is the syllable **ate** pronounced in each word? What meanings are given for each one?

3. Find the meanings of **majority**, **normal**, and **cordially**. Write the words. Use each one in a sentence.

4. Write the New Words ending with the suffixes **ment** and **able.**

5. Write the New Words which added **ed** (1) by changing **y** to **i** and (2) by dropping final **e.**

6. Write **regulate**, **register**, **consent**, **limit**, and **cripple.** Now add the suffix **ed** to each word.

7. Find **stupid** and **kingdom** in your dictionary. Write the words. What sound has each vowel?

8. Write **licence**. Find its pronunciation. Notice the sound of each **c** as you say **licence** softly to yourself.

9. Say **conservation** softly in syllables. Write the word.

### Review Words

| | | | |
|---|---|---|---|
| universe | exhausted | appeal | organized |
| disappeared | sympathy | official | horizon |

### Other Words to Spell

| | | | |
|---|---|---|---|
| migration | peaceful | quail | restore |

# 21. Conservation of Forests

Canadians formerly believed that our forests would last forever. Early in our history, private lumber companies purchased enormous tracts of timber and removed millions of trees. This wasteful practice continued without objection from our people until an alarming situation had developed. When at last we became aware that our forests had been seriously damaged, our government began to make effective laws to protect them.

We are justified in conserving our forests and propose to maintain them. In order to make our future supply of timber secure, there should be a sharp reduction in the cutting of timber, and we should replace the trees that are cut. Steel and cement relieve somewhat the demands for wood, but it is a good investment for us to preserve the forests for fuel, building, paper-making, and recreation. There can be little criticism of those who pursue a wise policy of forest conservation.

## New Words

| | | | |
|---|---|---|---|
| formerly | aware | maintain | investment |
| purchased | seriously | secure | fuel |
| enormous | effective | reduction | criticism |
| objection | justified | replace | pursue |
| situation | propose | relieve | policy |

## Working with Words

1. Among your New Words find those that mean (1) very large; (2) bought; and (3) in time past.

2. Write **maintain.** Find its meaning. What sound has **ai** in each syllable?

3. Find the New Words ending in these suffixes: **ment, ly, ive.** Write the New Words and the root words.

4. Write three New Words ending in **tion.** Find them in the dictionary. Write each word in syllables and pronounce it carefully.

5. How many syllables has each of these words: **policy, fuel, criticism**? Write each word, noticing carefully each part.

6. What does **aware** mean? Find it in the dictionary. Write a sentence using **aware.**

7. Write the New Word which changed **y** to **i** before adding **ed.** Write the root word too.

8. These words may be used as verbs: **propose, secure, replace, relieve, pursue.** Write the words. Then drop the final **e** and add **ed** and **ing** to each one.

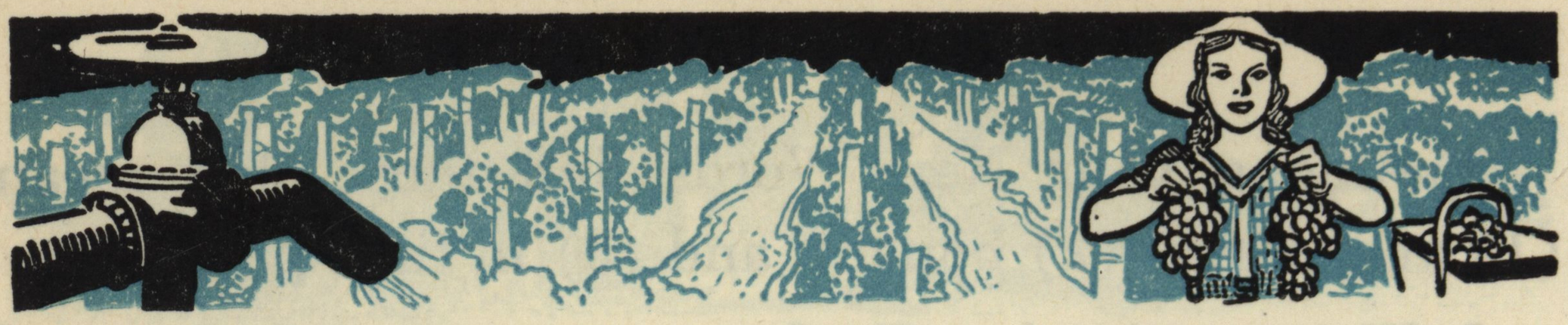
9. Write **pursue, purchased, situation, reduction,** and **fuel.** In your dictionary find the sound of each letter **u.**

## Review Words

| | | | |
|---|---|---|---|
| precious | estimate | cordially | occupied |
| calendar | licence | majority | conservation |

## Other Words to Spell

| | | | |
|---|---|---|---|
| conserve | enjoyment | fiery | dense |



# 22. Conservation of Water

The provision for a satisfactory water supply requires careful planning. Pure water is a basic requirement for good health. Large quantities of water are needed for industry, and sufficient moisture is essential to agriculture. Farmers cultivate the soil so that it will hold as much water as possible. In some provinces it is necessary to irrigate the fertile soil to raise crops.

Our federal and provincial governments have given consideration to the numerous problems of water conservation. Immense dams and reservoirs have been built for the storage of water. Government bulletins advise us to keep a cushion of vegetation on hills to prevent rains from running off too rapidly and causing floods. For our convenience the governments also issue pamphlets on such subjects as irrigation and a sanitary water supply. Gradually the public is realizing that we must employ strict conservation measures.

## New Words

| | | | |
|---|---|---|---|
| provision | irrigate | immense | issue |
| satisfactory | fertile | storage | pamphlet |
| requirement | federal | bulletin | irrigation |
| moisture | consideration | cushion | sanitary |
| cultivate | numerous | convenience | employ |

## Working with Words

1. Write the New Words containing **ss**, **mm**, **ll**, and **rr**.

2. Find these words in your dictionary and write them in syllables: **satisfactory**, **convenience**, **consideration**, **cultivate**, **provision**, **sanitary**. Say each word softly. Write the words.

3. Make new words by placing the prefix **un** before **satisfactory** and **sanitary** and the prefix **in** before **convenience**.

4. Find **fertile**, **federal**, and **bulletin** in the dictionary. Write the words and mark each vowel.

5. Write the New Words in which you see the little words **moist** and **require**.

6. Write **employ**. Now add **ed** and **ing** to **employ**. What rule did you use for adding these suffixes to the word **employ**?

7. Write the New Word which means "many."

8. Write the New Words in which (1) the syllable **ion** is pronounced **ŭn**; (2) the second syllable begins with **ph**; and (3) the final **e** is dropped from the root word before adding **age**.

### Review Words

| | | | |
|---|---|---|---|
| safely | enormous | situation | maintain |
| decision | criticism | relieve | pursue |

### Other Words to Spell

| | | | |
|---|---|---|---|
| drought | evaporate | rear | dissolve |

# 23. Soil Conservation

The problem of soil conservation is one of grave national concern. In many sections of our country the rich deposit of topsoil may be lost by erosion unless prompt and positive measures are taken. Since farming is the natural foundation of our nation's wealth, no one can argue against the necessity of saving the land.

Joint action of the farmer and the Department of Agriculture is required. Experimental farms are established for testing the advantages of new methods. Later farmers are urged to institute those methods which will successfully retain the fertile soil. The increasing practice of strip farming on a large scale is evidence of the acceptance of one scheme for soil control. In years to come a grateful people in urban and in rural areas alike will approve the action of the government in helping to decrease the loss of our rich soil.

## New Words

| | | | |
|---|---|---|---|
| concern | foundation | established | scheme |
| deposit | wealth | institute | grateful |
| erosion | argue | retain | urban |
| prompt | department | increasing | rural |
| positive | required | scale | decrease |

## Working with Words

1. In the article on page 58 the word **department** is capitalized. Why? Write two sentences, one in which **department** is correctly written with a small letter and one in which it is correctly written with a capital letter.

2. The words **rural** and **urban** are antonyms. What does each mean? Write the words in sentences.

3. Write the New Words that are the antonyms of **increase, negative, ungrateful**, and **poverty**.

4. Find these words in your dictionary: **institute, erosion, deposit, argue.** What does each one mean? Write the words.

5. Write the New Words that mean (1) needed; (2) to keep; and (3) quick or on time.

6. Find the meanings of **concern** and **established.** Write sentences illustrating two meanings of each word.

7. Write **scale** and **scheme.** Notice the first part of each word.

8. Write the New Word which dropped final **e** before adding **ing.**

9. Write **foundation** in syllables. Write the whole word. Underline the little word in **foundation.**

### Review Words

| | | | |
|---|---|---|---|
| moisture | bulletin | requirement | pamphlet |
| provision | immense | convenience | irrigation |

### Other Words to Spell

| | | | |
|---|---|---|---|
| cultivation | barren | headquarters | prosperity |

# 24. Let's Make Sure

| | | | |
|---|---|---|---|
| mere | moderate | relieve | appeal |
| normal | effective | endure | increasing |
| formerly | concern | bulletin | decrease |
| arouse | debate | criticism | reasonable |
| employ | retain | erosion | meantime |

| | | | |
|---|---|---|---|
| official | horizon | obliged | threat |
| established | numerous | situation | wealth |
| cultivate | maintain | discuss | requirement |
| policy | exhausted | propose | issue |
| cripple | immense | department | scheme |

| | | | |
|---|---|---|---|
| customer | register | enormous | storage |
| urban | protest | irrigate | scale |
| regulate | aware | irrigation | fate |
| appreciate | century | positive | convenience |
| occupied | organized | refused | cushion |

| | | | |
|---|---|---|---|
| rural | scarce | cordially | conservation |
| argue | fertile | estimate | purchased |
| satisfactory | licence | replace | sanitary |
| pursue | institute | decline | deposit |
| provision | consent | kingdom | required |

| | | | |
|---|---|---|---|
| investment | limit | secure | consideration |
| reduction | majority | grateful | considerable |
| punishment | prompt | moisture | objection |
| seriously | federal | fuel | sympathy |
| justified | stupid | foundation | pamphlet |

## Reviewing Your Words

1. Arrange each of these lists of words in alphabetical order:

(1) **urban, sympathy, prompt, refused, official.**
(2) **kingdom, issue, meantime, normal, licence.**
(3) **relieve, required, replace, rural, regulate.**
(4) **erosion, exhausted, enormous, endure, effective.**

2. Find these words in your dictionary: **immense, federal, protest, cultivate, deposit.** Write each word and copy the diacritical mark for each vowel. Cross out any final silent **e**'s.

3. In many words two vowels written together have only one sound. For example, **io** in the suffixes **ion, tion, sion,** and **ation** is usually pronounced like short **u.** Among your Review Words find at least six words ending in one of the suffixes given above. Pronounce them carefully as you write them.

4. Find five Review Words in which the vowels **ea** are pronounced like **ē.** Find two Review Words in which these vowels are pronounced like **ĕ.** Write the words.

5. Write these words in a list: **mere, scarce, grateful, moderate, stupid, positive.** Add **ly** to each word and write the new words opposite the Review Words.

6. Each of these words has more than one meaning: **decline, institute, scale, limit, register.** Find the meanings of each one. Write sentences illustrating two meanings of each word.

7. Write **criticize** and **criticism.** Notice the differences in spelling and in meaning. Use each word in a sentence.

8. One of your Review Words is derived from each of these words: **provide, invest, reduce, punish, serious, justify.** Find and write the Review Words. Put a check beside the three in which the root word was not changed in forming the derived word.

9. Each of these words adds **ed** and **ing** without any change: **consent, retain, register, limit, appeal, maintain, employ, discuss.** Write the Review Words and the forms ending in **ed** and **ing.**

10. These words drop the final **e** before adding **ed** or **ing: propose, estimate, arouse, argue, pursue, appreciate, decrease, secure.** Write the Review Words and the forms ending in **ed** and **ing.**

11. Write **irrigate** and **irrigation.** Underline the letters in each that are the same. Write new words by adding **ed** and **ing** to **irrigate.**

12. Write these singular nouns: **pamphlet, bulletin, criticism, department, debate,** and **customer.** Add **s** to each one to form the plurals. Write the plural words.

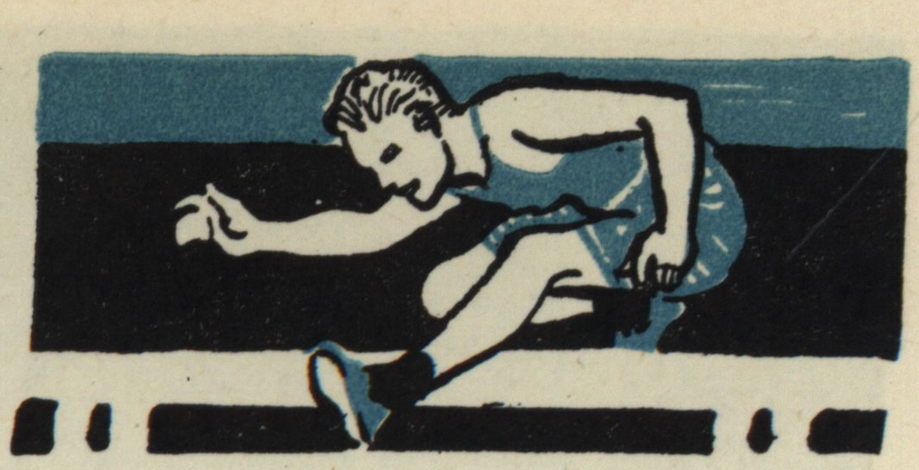
13. Among your Review Words find five having only one syllable. Write them.

14. Write two Review Words derived from the word **consider.**

15. The letters **m** and **n** should be carefully made or they may cause confusion. Choose any ten Review Words containing **m** and ten containing **n.** Write them on your paper. Then check the writing quality of the **m**'s and **n**'s. Practise these letters until you form them well. Write other Review Words containing **m** and **n.**

# Unit V

# Health and Disease



# 25. Canadian Youth and Health

In most countries today health is considered a real factor in promoting good conduct and an agreeable disposition. *To be called healthy is a true compliment.* Canadian boys and girls are given health instruction in school and urged to observe good habits. In the gymnasium and on the playground they develop their muscles and learn good posture. They visit the dentist regularly and learn to care for their teeth. They know that to the degree that they are obedient to health rules they will be well and strong.

The recent co-operation of school and health authorities has increased school attendance. The amount of illness has been lessened through frequent health inspection. Those familiar with the schools are seeking for greater attention to and appreciation of good health. Steady advancement is assured through further knowledge of health laws and a willing response to them.

## New Words

| | | | |
|---|---|---|---|
| factor | gymnasium | recent | appreciation |
| agreeable | muscle | co-operation | advancement |
| compliment | dentist | attendance | assured |
| instruction | degree | familiar | further |
| observe | obedient | attention | response |

## Working with Words

1. Write the word **dentist.** Write the plural form. Then write the possessive form of **dentist.**

2. Write the New Words which have added these endings without any changes in the root words: **ment, able, ance.** Write the root words too.

3. Among your New Words find four ending in **tion.** Find them in the dictionary and write them in syllables. Say them softly. Write the whole words.

4. What meanings can you give for **observe?** Write sentences illustrating two meanings.

5. How many syllables have the words **familiar** and **obedient?** Write each word.

6. Find the meanings of these words: **response, factor, degree, assured.** Write the words.

7. The words **further** and **farther** are sometimes confused. Use each correctly in a sentence.

8. Write **gymnasium** and **compliment** in syllables. Say the words. Write the whole words.

9. Write **muscle.** Then write the plural form.

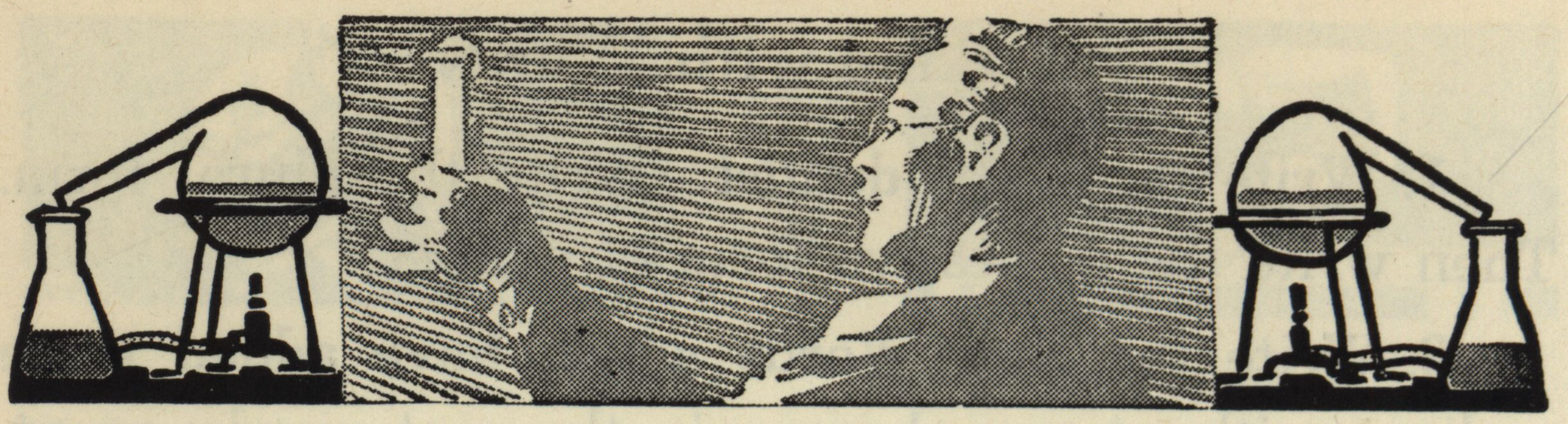
10. Write the New Word that means "in time just past."

### Review Words

| | | | |
|---|---|---|---|
| neighbourhood | grateful | scheme | decrease |
| tournament | institute | argue | deposit |

### Other Words to Spell

| | | | |
|---|---|---|---|
| posture | clinic | gland | tonsils |



# 26. Invisible Enemies

Microbes are our enemies. These creatures, also known as bacteria, are not visible to the naked eye. Yet according to scientists they are directly responsible for many diseases. Scientists are constantly seeking the best weapon to use against microbes, and are improving their methods of attack against them.

Hence the struggle against the severe discomfort and grief caused by disease goes on. The scientists are clever and expert, and you yourself can help a good deal. Your best defence is caution. You should learn to recognize the presence of danger and to avoid contact with sick people. Never hesitate to consult a doctor if you suspect that you have a contagious, or "catching," disease. Remember the quotation "A stitch in time saves nine," and never postpone securing a doctor's advice when it is needed.

## New Words

| | | | |
|---|---|---|---|
| visible | hence | defence | hesitate |
| according | severe | caution | consult |
| directly | grief | recognize | suspect |
| responsible | clever | presence | quotation |
| weapon | expert | contact | postpone |

## Working with Words

1. Write the two New Words that end in **ible**. What does each one mean? Use each word in a sentence.

2. Write **presence** and **presents**. Say each word. What does each mean? Use **presence** in a sentence.

3. Write **grief**. Underline the **ie**. Change the **f** to **ve** to make a new word. Pronounce **grief** and **grieve** and use each in a sentence.

4. Write **directly**. Drop the **ly** to make another word. Now write **severe**, **clever**, and **expert**. Make three new words by adding **ly** to each one.

5. The word **defense** has two spellings. Consult a large dictionary to find the second one. The ending **ce** is preferred in Canada.

6. Find the meanings of **hence** and **contact** in your dictionary. Write each word.

7. Write **caution**. Change the **ion** to **ious** to make another word.

8. Make a list of these verbs: **consult**, **suspect**, **recognize**, **hesitate**, **postpone**. Add **ed** and **ing** to each one.

9. Write the New Words ending in **ing** and **ation**.

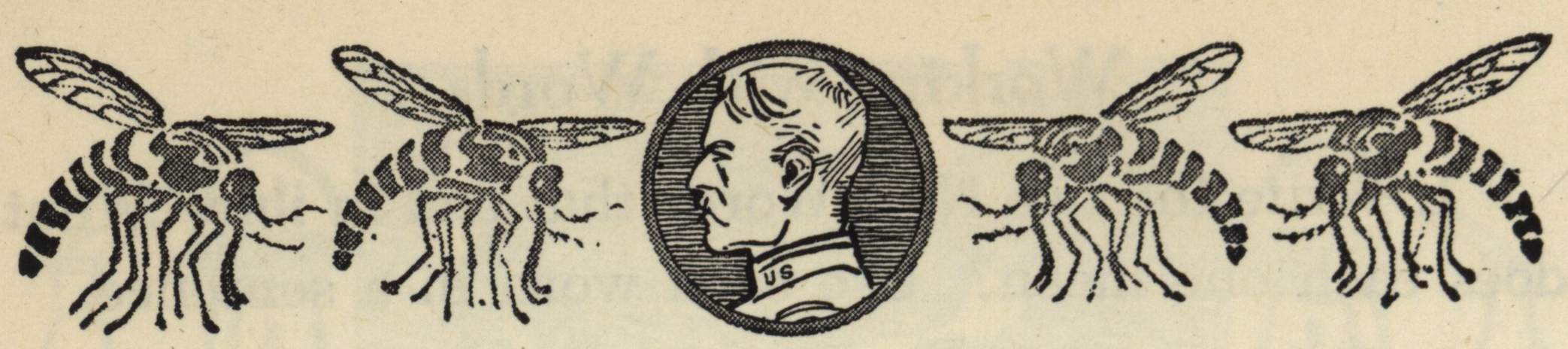
10. Write **weapon**. Now write the plural form.

## Review Words

| | | | |
|---|---|---|---|
| advancement | co-operation | compliment | familiar |
| gymnasium | attendance | appreciation | response |

## Other Words to Spell

| | | | |
|---|---|---|---|
| bacteria | microbe | germ | tube |




# 27. Microbe-Hunters

Not so very long ago the causes of disease were still a mystery, and men had peculiar notions about them. Early medical men thought that evil spirits were responsible for sickness and suggested strange cures. Then the great scientist Louis Pasteur proved that certain diseases are caused by germs. At about the same time, Dr. Edward Jenner performed the first vaccination for smallpox and made the discovery that was to release humanity from its fear of a dreadful disease.

Formerly a large per cent of those who got yellow fever did not recover. Dr. Walter Reed, the army surgeon who decided to investigate its cause, found that the germ is carried by a mosquito and that the best remedy is hygiene and sanitation. After Reed's ideas were accepted, distinct progress was made in stamping out the evil disease. In behalf of those who are spared from this sickness, society is glad to honour Dr. Reed.

## New Words

| | | | |
|---|---|---|---|
| mystery | cure | per cent | hygiene |
| peculiar | performed | surgeon | accepted |
| notion | discovery | investigate | distinct |
| medical | release | mosquito | evil |
| suggested | dreadful | remedy | behalf |

## Working with Words

1. Write three New Words that added **ed** without any change in the root word. Write the root words.

2. Write **mystery**, **discovery**, and **remedy**. Write the plural of each word. Review the rule applying to such words on page 6.

3. Write **mosquito**. Notice the **qui**. Now add **es** to form the plural.

4. What does **per cent** mean? Write **per cent**. Notice that it is written as two words.

5. Write the New Word containing the word **half**.

6. Find the New Words that rhyme with **sure** and **decrease**. Write the words.

7. Write **surgeon** and **hygiene**. Notice the **eo** in **surgeon** and the **ie** in **hygiene**.

8. What New Word ends in **ful**? Write it.

9. Find **investigate**, **medical**, **peculiar**, **distinct**, and **notion** in your dictionary. Write each word in syllables. Write the whole word.

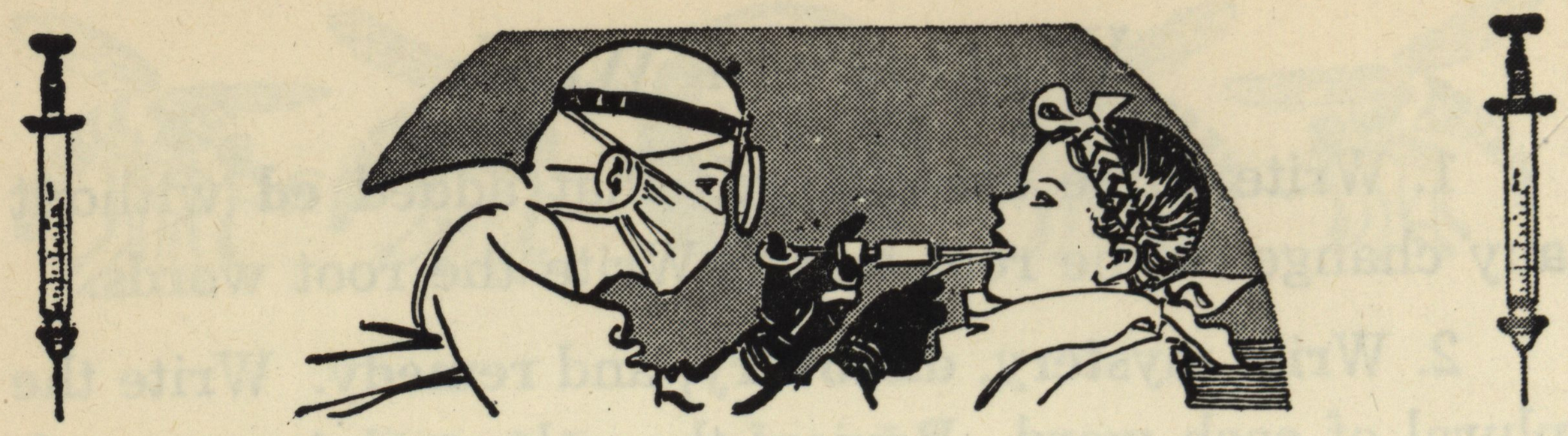
10. Write the New Word meaning "harmful" or "wicked."

### Review Words

| | | | |
|---|---|---|---|
| medicine | visible | hesitate | responsible |
| disease | presence | postpone | recognize |

### Other Words to Spell

| | | | |
|---|---|---|---|
| pasteurize | sanitation | smallpox | contagious |



# 28. The Control of Disease

One of the chief methods of controlling contagious disease is vaccination. The doctor has merely to pierce the skin of the patient, introduce vaccine into or beneath the skin, and adjust a small bandage. The treatment is not unpleasant. A mild and brief reaction may follow, but the patient soon recovers and is then protected against the disease.

Vaccination is not the sole means by which disease is controlled. A health officer has legal authority to quarantine closely a person having a contagious disease. Anyone who has come in contact with the sick person and who may contract the disease may also be quarantined. Otherwise he too may spread the germs. Not a soul should offer an argument or complaint against these regulations. If health laws are strictly enforced, there should be no reason, hereafter, to fear a serious epidemic.

## New Words

| | | | |
|---|---|---|---|
| pierce | mild | authority | complaint |
| introduce | brief | closely | strictly |
| bandage | sole | contract | soul |
| treatment | controlled | otherwise | hereafter |
| unpleasant | legal | argument | epidemic |

## Working with Words

1. Among your New Words find two that are compound words. What does each mean? Write the words.

2. Your list of New Words contains a pair of homonyms. Find them and write them. Use each in a sentence.

3. Write the New Word that doubled the final consonant before adding **ed**. Write the root word too.

4. Write two New Words that end in **ment**. Which one drops the final **e** before adding **ment**?

5. Find and write the New Words that mean (1) not pleasant; (2) moderate; and (3) lawful.

6. Two New Words end in **ly**. Write them.

7. Write **brief** and **pierce**. Underline the **ie** in each word. Use each word in a sentence.

8. In your dictionary find the meanings of **authority**, **contract**, and **epidemic**. Write each word.

9. Write the word in which **ai** in the second syllable is pronounced like long **a**.

10. Write **bandage**. Then write the plural form.

11. Write **introduce**. Drop the final **e** and add **ed**.

12. Write **authority**. What sound has the **au**? Use your dictionary to find the answer.

### Review Words

| | | | |
|---|---|---|---|
| disappointed | investigate | hygiene | peculiar |
| probably | accepted | medical | mystery |

### Other Words to Spell

| | | | |
|---|---|---|---|
| quarantine | immune | typhoid | vaccination |

# 29. Drugs and Narcotics

In your study of hygiene and elsewhere you have doubtless heard many discussions of the danger to health of using alcoholic drinks and tobacco. Doctors attach much importance to the facts you have learned and urge you to take advantage of them. As you know, leaders in athletics do not drink or smoke.

The evils of drugs are even greater and are somewhat less known. To acquire an appetite for drugs is generally to invite disaster. If anyone attempts to sell you a pill or a powder to make you "feel good," he means to harm you. The drug habit will make one nervous, affect the mind, interfere with growth, and lead to disgust with oneself. The extent of this habit is not generally appreciated, although the government has directed a campaign against it. It is best not to take any drug, even for a headache or hoarse cough, unless you inquire of your doctor and he indicates a need for it.

## New Words

| | | | |
|---|---|---|---|
| elsewhere | advantage | nervous | appreciated |
| doubtless | athletics | affect | directed |
| discussion | somewhat | interfere | hoarse |
| attach | appetite | disgust | inquire |
| importance | disaster | extent | indicate |

## Working with Words

1. Write the New Words containing **tt**, **ff**, and **pp**.

2. Write the New Words which rhyme with **coarse**, **require**, and **content**.

3. Find and write the New Words in which you see these words: **athletic**, **discuss**, **doubt**.

4. Write two New Words which are compound words.

5. Find each of these words in your dictionary: **disgust**, **disaster**, **advantage**, **importance**. Write each one in syllables and mark the vowels. Write the whole words.

6. Write **indicate** and **interfere**. Drop the final **e** from each word and add **ed** and **ing**.

7. Write the New Word ending in **ous**.

8. Three New Words begin with **in**. One begins with **im**. Find and write all four words.

9. Write the New Word which added **ed** without any other change.

10. The words **affect** and **effect** are often confused. How is each pronounced? What does each mean? Use **affect** and **effect** correctly in sentences.

11. Write **attach**. Add the suffixes **es**, **ed**, and **ing** to **attach**. Write the three new words.

## Review Words

| | | | |
|---|---|---|---|
| especially | authority | strictly | unpleasant |
| patience | epidemic | pierce | argument |

## Other Words to Spell

| | | | |
|---|---|---|---|
| refrain | narcotic | weakness | cigarette |

# 30. Let's Make Sure

| | | | |
|---|---|---|---|
| brief | discovery | contract | according |
| sole | affect | per cent | appreciation |
| severe | bandage | discussion | mosquito |
| postpone | appetite | distinct | weapon |
| inquire | unpleasant | caution | dentist |

| | | | |
|---|---|---|---|
| presence | notion | importance | complaint |
| clever | interfere | argument | familiar |
| grief | legal | muscle | extent |
| evil | hence | advantage | suspect |
| recent | investigate | strictly | mild |

| | | | |
|---|---|---|---|
| pierce | medical | indicate | otherwise |
| hygiene | hesitate | surgeon | degree |
| hoarse | introduce | mystery | further |
| cure | elsewhere | compliment | defence |
| directly | advancement | release | soul |

| | | | |
|---|---|---|---|
| responsible | attach | treatment | suggested |
| authority | nervous | co-operation | performed |
| closely | agreeable | peculiar | directed |
| attendance | disaster | recognize | accepted |
| consult | obedient | gymnasium | remedy |

| | | | |
|---|---|---|---|
| hereafter | visible | athletics | assured |
| response | expert | quotation | appreciated |
| attention | disgust | observe | controlled |
| somewhat | behalf | doubtless | instruction |
| dreadful | factor | contact | epidemic |

## Reviewing Your Words

1. Write the Review Word **observe**. Several familiar words end in the syllable **serve**. Think of at least three others having this ending and write them in a list.

2. Among your Review Words find synonyms for these words and phrases: **short**, **only**, **stern**, **to put off**, **to ask**. Write the Review Words.

3. Find the antonyms of these words among your Review Words: **absence**, **stupid**, **joy**, **good**. Write the Review Words.

4. Write these words in a list: **controlled**, **familiar**, **agreeable**, **obedient**, **visible**, **distinct**. Make new words by placing the prefix **un** before the first two words, **dis** before the next two, and **in** before the last two. Write the new words opposite the Review Words. What does each new word mean?

5. Review the rule on page 33 for spelling words with **ei** and **ie**. Write four Review Words containing **ie**. Which part of the rule do they follow?

6. Write **co-operation**. Notice the hyphen in this word. **Co-operation** may also be written **coöperation** or **cooperation**, but the first spelling is preferred. The prefix **co** in **co-operation** means "with." Explain the meaning of **co** and **operate**; of **co** and **operation**.

7. Learn to pronounce these words distinctly and correctly: **suggested**, **appreciation**, **recognize**, **strictly**, **hesitate**, **athletics**, **mystery**. Notice each syllable and give it its proper sound. Use each word correctly in a sentence. Write each word.

8. Write **treatment** and **advancement.** Notice that these words add **ment** without changing the root word. Now write **argument.** Notice that the **e** is dropped from **argue** before adding **ment.** Most words, except those ending in a consonant and **y**, add **ment** without a change. Two important exceptions are **argument** and **judgment.**

9. Find and write (1) four Review Words which added **ed** without changing the root word; (2) two Review Words which dropped final **e** and added **ed**; (3) one Review Word which doubled the final consonant before adding **ed.**

10. Write these words in a list: **investigate, consult, affect, inquire, postpone, hesitate, observe, recognize.** Make new words by adding **ed** and **ing** to each one. Write the new words opposite the Review Words. Check the words which drop the final **e** before the suffixes.

11. Write **interfere** and **introduce.** Pay special attention to the second syllable of each word.

12. Write these words in alphabetical order:

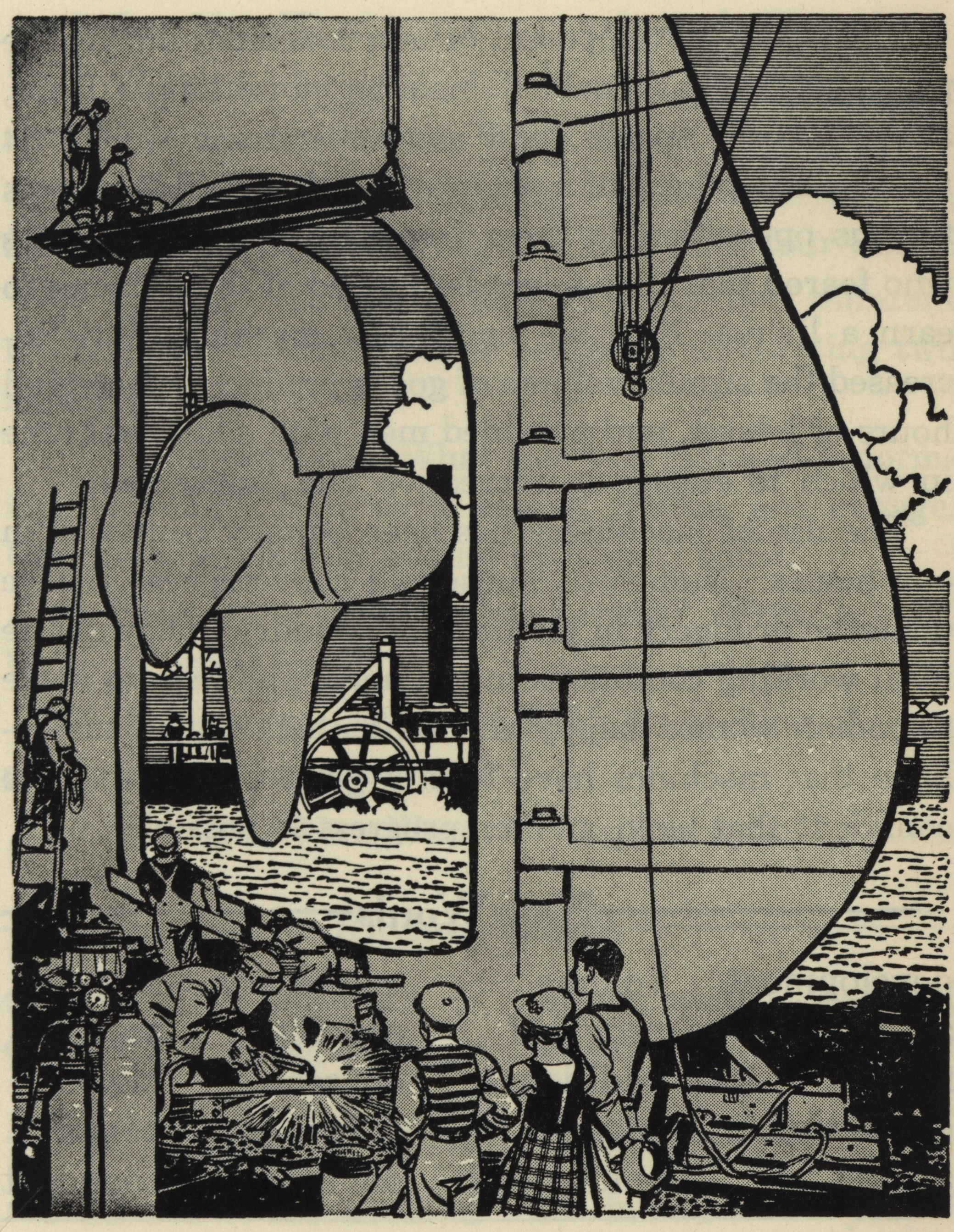
(1) **surgeon, soul, suspect, somewhat, severe.**
(2) **obedient, medical, quotation, notion, peculiar.**
(3) **disgust, caution, factor, gymnasium, epidemic.**
(4) **attendance, attention, advantage, authority, appetite.**

13. Do you always dot your **i**'s and cross your **t**'s? Write ten Review Words containing **i** and ten containing **t.** Be sure to write these letters correctly.

14. The loop letters **e** and **l** should always be well made. Write ten Review Words containing **e** and ten containing **l.** Practise good writing.

# Unit VI

# Man and His Machines



# 31. Machines and Progress

The steady development of new machines during the past century has enabled man to move bigger loads, attain greater speeds, and escape tiresome work. At first the acceptance of machines was slow, and there was furious opposition to them from skilled hand workers who feared that they might be robbed of their chance to earn a living. Now we know that machines have increased the annual volume of goods produced, decreased hours of labour, and provided men with additional time in which to engage in recreation and amusement.

The use of machinery has been equally beneficial in our homes. Numerous household conveniences reduce domestic drudgery in kitchen and laundry. They assure ideal working conditions in the home and help to make Canadian women happy and contented. Canadians believe that machines have been a great benefit and are confident that even greater progress is possible.

## New Words

| | | | |
|---|---|---|---|
| development | volume | machinery | laundry |
| acceptance | provided | equally | assure |
| furious | additional | household | ideal |
| opposition | engage | reduce | benefit |
| annual | amusement | domestic | confident |

## Working with Words

1. Find these words in the dictionary and write them in syllables: **laundry, machinery, acceptance,** and **opposition.** Say each word softly. Write it.

2. Find the meaning of **domestic. Use domestic in a sentence.**

3. One New Word is a compound word. Write it.

4. Write the New Words which added **al, ment,** or **ance** without any change. Write also the root words.

5. Write **equal** and **equally.** Now write **annual, furious, ideal,** and **confident.** Add **ly** to these four words.

6. In your dictionary find at least two different meanings for **volume.** Write sentences illustrating two meanings.

7. Write **provided.** What rule was followed in forming the word? Now write **assure, reduce,** and **engage.** Use the same rule for adding **ed** to each word.

8. How many syllables has **benefit?** Write **benefit.** Write its plural form.

9. Write **engage.** Without making any other change, add **ment** to form a new word.

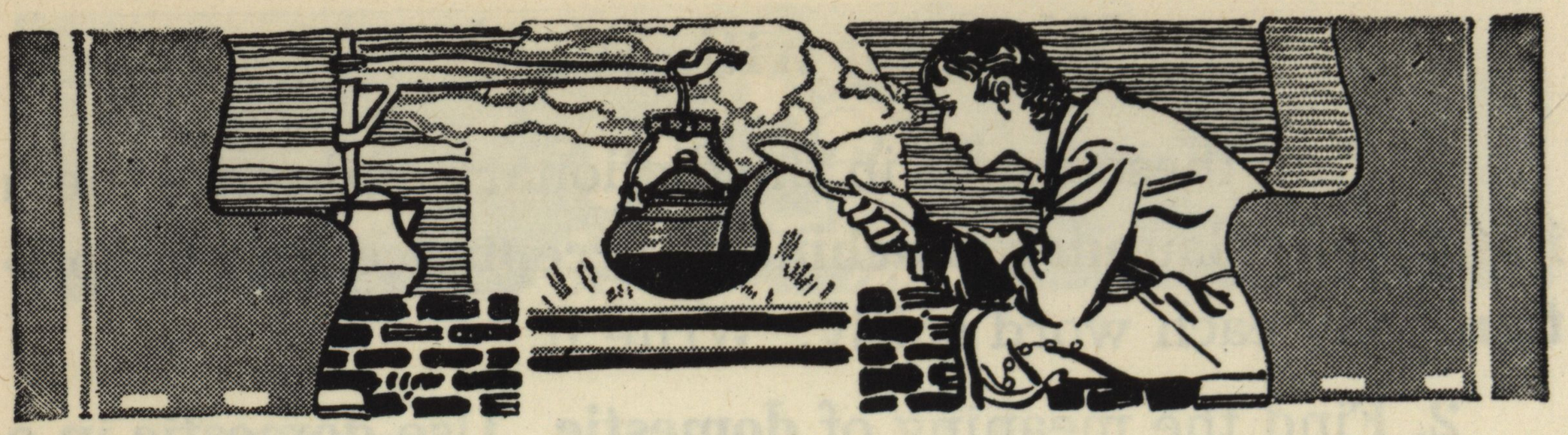
10. Write four New Words having four syllables each.

## Review Words

| | | | |
|---|---|---|---|
| exhibit | athletics | appreciated | attach |
| division | appetite | interfere | affect |

## Other Words to Spell

| | | | |
|---|---|---|---|
| recreation | contented | install | propel |



# 32. James Watt and the Steam Engine

Even as a small boy James Watt had a thorough, capable mind and was naturally delighted with any unusual problem. You may have heard how he tried to harness the energy escaping from his mother's teakettle in the form of steam. Although no one has succeeded in proving this story, it is true that James was an industrious youth and an original thinker.

In 1757 Watt received an appointment as instrument-maker at the University of Glasgow. One day a crude engine was delivered to him for repair. Since there was urgent demand for a better machine, Watt set to work to examine the arrangement and operation of its parts. Finally he came to the definite conclusion that steam could push a piston both upward and downward. This step was a big advance and Watt had the satisfaction of being the inventor of the first really successful steam engine.

## New Words

| | | | |
|---|---|---|---|
| thorough | succeeded | delivered | definite |
| capable | industrious | urgent | conclusion |
| naturally | youth | examine | advance |
| unusual | original | arrangement | satisfaction |
| energy | appointment | operation | inventor |

## Working with Words

1. Write one New Word of one syllable and three New Words of two syllables.

2. Write these words in a list: **succeeded, naturally, appointment, arrangement, inventor, delivered.** Beside each word write first its suffix and next the root word.

3. Find and write three words ending in **ion.**

4. Write the New Word beginning with the prefix **un.**

5. Find these words in the dictionary and write them in syllables: **capable, original, definite, industrious.** Write the whole words.

6. Write **energy** in syllables. Write the whole word.

7. What New Word begins with **ex**? Write it.

8. Write **inventor** and **youth.** Write the possessive form of each word.

9. Each of these words may be changed to an adverb by adding **ly: thorough, unusual, definite, urgent.** Write the adverbs.

10. Write the New Words containing double letters.

11. Be sure to form **a**'s and **o**'s so that they will not be confused. Write the New Words containing **a**'s and **o**'s.

### Review Words

| | | | |
|---|---|---|---|
| opposition | annual | additional | equally |
| development | benefit | acceptance | confident |

### Other Words to Spell

| | | | |
|---|---|---|---|
| label | mineral | cable | pause |

# 33. Bell and the Telephone

Alexander Graham Bell was among the first to experiment with sending the spoken word over a wire and was the first to succeed. He knew that sound waves striking the delicate eardrum could send impulses through the bones of the ear to the brain. Bell believed that in a similar way the vibrations of the human voice could be carried to a distant human ear if only the proper connection could be devised.

Bell and his assistant, Thomas Watson, were earnest workers. For months they toiled to make their dream come true. Then in 1876 Watson heard Bell's voice coming over the wire. It seemed like magic. The men were almost wild with excitement when they saw that their instrument worked. In the autumn of that same year Bell received his first patent. What a thrill it was to realize that his ambition was achieved! For a time people made laughing comments about what seemed a silly toy, but this only made Bell renew his efforts to perfect his telephone.

Today millions of people communicate by telephone. In addition to its use for private communication, the telephone has become a commercial necessity.

## New Words

| | | | |
|---|---|---|---|
| experiment | connection | instrument | renew |
| spoken | assistant | patent | communicate |
| delicate | earnest | realize | communication |
| similar | magic | ambition | commercial |
| human | excitement | comment | necessity |

## Working with Words

1. Write the New Word that is the opposite of **written.**

2. Write the New Words that mean (1) serious and intense; (2) alike; and (3) tender; fragile.

3. Write **communicate** and **communication.** Underline the parts of the words that are the same.

4. Write the four New Words ending in **ment.** What does each mean?

5. Write the New Words in which you see the little words **connect, new,** and **assist.**

6. Find the New Word ending in **c.** Write it.

7. Find these words in the dictionary and write each in syllables: **necessity, commercial, realize, ambition.** Write the whole words.

8. What does **patent** mean? Write a sentence using **patent.**

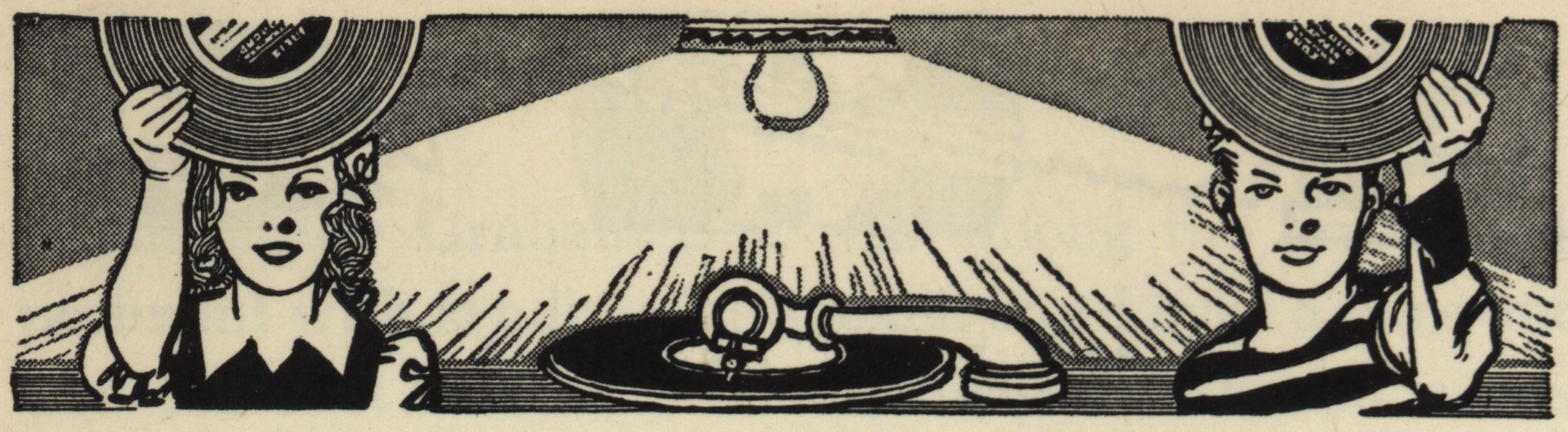
9. The plural of **human** is formed by adding **s.** Write the singular and plural forms.

## Review Words

| | | | |
|---|---|---|---|
| unusual | definite | original | arrangement |
| succeeded | thorough | naturally | industrious |

## Other Words to Spell

| | | | |
|---|---|---|---|
| receiver | impulse | carbon | resign |



# 34. Edison, a Many-Sided Inventor

Thomas Edison, the wizard of electricity, had many difficulties and disappointing experiences as a young boy. He did poorly at school, but developed so much patience and wisdom that nothing could discourage him. He had no time for nonsense, and began very early a serious struggle for knowledge. When he was a newsboy on a train, he set up a small laboratory in the baggage car. One day he accidentally set fire to the car. Young Tom and his equipment were promptly thrown out.

After this disappointment, Tom became a telegraph operator. He was usually skilful and reliable in sending a telegram or a dispatch. Early in life Edison invented the electric-light bulb, which is the basis of his great reputation. Other electrical devices followed as Edison's genius led him on. He is credited with being the holder of over 1000 patents.

## New Words

| | | | |
|---|---|---|---|
| electricity | nonsense | disappointment | dispatch |
| difficulties | struggle | telegraph | basis |
| experience | laboratory | skilful | reputation |
| wisdom | equipment | reliable | electrical |
| discourage | promptly | telegram | genius |

## Working with Words

1. Write **telegraph** and **telegram.** The first part of these words comes from a Greek word meaning "far" or "far off." Write another familiar word beginning with **tele.**

2. Write the New Words that are the antonyms of **encourage** and **awkward.**

3. Write two New Words containing the word **electric.**

4. Find the meanings of these words: **dispatch, basis, promptly.** Write the words.

5. Find these words and write them in syllables: **laboratory, difficulties, disappointment, reliable, experience, reputation.** Write the whole words.

6. Write the New Word containing **gg.**

7. Make sure that you know the meanings of **genius, nonsense,** and **wisdom.** Write a sentence using each word.

8. Write two words in which **ment** was added to a word without changing its form in any other way.

9. The letter **g** has a hard sound as in **girl** and a soft sound as in **gem.** Write two New Words containing the soft g sound and three containing the hard g sound.

### Review Words

| | | | |
|---|---|---|---|
| necessary | necessity | commercial | communication |
| science | assistant | similar | excitement |

### Other Words to Spell

| | | | |
|---|---|---|---|
| electrified | depart | celebrated | explode |

# 35. Fulton and His Steamboat

Robert Fulton, designer and builder of the first practical steamboat, was a man of vision and ability in many lines. For several years he worked in France. When he failed to interest anyone there in a small submarine torpedo boat, he returned to the United States.

Here he started carpenters on the construction of the first large steamboat. Among his acquaintances there was scarcely anyone who thought such a venture would prove successful. But in August, 1807, a remarkable boat was ready to proceed on the first actual trip by steam up the Hudson River. As the *Clermont* moved, fishermen and farmers along the bank thought a strange monster threatened their very lives.

Men like Fulton deserve great credit for the improvement of commerce and industry. In almost every instance their toil and sacrifice represent the price that is paid for advancement.

## New Words

| | | | |
|---|---|---|---|
| practical | construction | proceed | improvement |
| vision | acquaintance | actual | commerce |
| ability | scarcely | threatened | instance |
| submarine | venture | deserve | sacrifice |
| carpenter | remarkable | credit | represent |

## Working with Words

1. Among your New Words find those that contain these words: **improve, threat, remark, acquaint, construct, scarce.** Write the New Words.

2. Each of these words is singular: **submarine, venture, carpenter.** Write these words and also the plural form of each.

3. Find **sacrifice** in the dictionary. Copy it in syllables and mark each vowel. Write the whole word.

4. Find the meanings of **vision, actual, credit,** and **instance.** Write the words. Use each in a sentence.

5. Say **ability** in syllables. Write the word. Now write its plural form.

6. The words **proceed** and **precede** are sometimes confused. How do they differ in spelling? in pronunciation? in meaning? Write a sentence using **proceed.**

7. Write **deserve** and **represent.** Make new words by adding the suffixes **ed** and **ing.**

8. How many syllables has **practical?** Say the word. Write it.

9. What does **commerce** mean? Write **commerce.** Use the word in a sentence.

### Review Words

| | | | |
|---|---|---|---|
| electricity | equipment | skilful | disappointment |
| experience | nonsense | difficulties | laboratory |

### Other Words to Spell

| | | | |
|---|---|---|---|
| wharf | monster | launch | presume |

# 36. Let's Make Sure

| | | | |
|---|---|---|---|
| machinery | delicate | skilful | improvement |
| household | assistant | laboratory | appointment |
| original | youth | dispatch | development |
| unusual | submarine | human | arrangement |
| succeeded | ambition | scarcely | equipment |

| | | | |
|---|---|---|---|
| patent | genius | vision | amusement |
| promptly | confident | remarkable | disappointment |
| laundry | capable | definite | excitement |
| inventor | annual | credit | telegraph |
| realize | reduce | conclusion | provided |

| | | | |
|---|---|---|---|
| comment | telegram | venture | construction |
| reputation | assure | instance | electricity |
| experiment | delivered | engage | nonsense |
| proceed | earnest | energy | opposition |
| deserve | domestic | electrical | industrious |

| | | | |
|---|---|---|---|
| advance | ideal | operation | magic |
| threatened | furious | spoken | commercial |
| examine | volume | sacrifice | communication |
| satisfaction | represent | thorough | difficulties |
| carpenter | discourage | experience | additional |

| | | | |
|---|---|---|---|
| urgent | reliable | ability | struggle |
| instrument | naturally | connection | communicate |
| practical | wisdom | similar | actual |
| basis | necessity | renew | acceptance |
| benefit | commerce | equally | acquaintance |

## Reviewing Your Words

1. Write these words in a list: **improve, appoint, develop, arrange, equip, amuse, disappoint, excite.** Opposite each of these words write the Review Word formed from it by the adding of **ment.** Notice that in each case the root word is not changed.

2. Write **submarine. Submarine** is derived from two Latin words, one meaning "below" and the other meaning "the sea." Use **submarine** in a sentence.

3. Find these words in the dictionary and write them in syllables: **communication, additional, acquaintance, industrious, laboratory.** Write the whole words.

4. Write the Review Word **confident.** Opposite it write **confidence.** Now write this pair of words, which you have also studied this year: **convenient, convenience.**

5. Write these pairs of words: **commerce, commercial; satisfaction, satisfactory; assistant, assistance; necessary, necessity.** Say each word, noticing the parts that are the same. Underline the parts of each pair that are alike.

6. Write these words in a list: **telegram, instrument, vision, dispatch, ability, necessity, laundry, energy.** Change each to a plural form and write the new word opposite the singular.

7. Write **skilful**. Make a new word by adding **ly.** How many double **ll**'s has the new word?

8. Write **scarcely, naturally,** and **equally.** Drop the **ly** and write three new words.

9. Now write **ideal, capable, unusual, actual, remarkable,** and **earnest.** Make new words by adding **ly.** Check the two words which require a change in the root form.

10. Find these words in the dictionary and write them in syllables: **sacrifice, benefit, communicate, credit, patent, acceptance, practical, experiment.** Mark the vowels. Cross out any final silent **e**'s. Write the whole words.

11. Write the Review Words that are the antonyms of **encourage, age, beginning,** and **failed.**

12. Write the Review Words in which you see these words: **machine, house, origin, usual, acquaint, accept.**

13. These words may be used to describe a noun: **delicate, similar, furious, thorough, domestic, earnest.** Write a sentence using each word.

14. Write in alphabetical order the words in each of the following lists:

(1) **ideal, human, genius, examine, furious.**
(2) **youth, venture, wisdom, urgent, telegraph.**
(3) **delicate, deserve, definite, dispatch, discourage.**
(4) **reduce, reliable, remarkable, realize, represent.**

15. Write the possessive form of **carpenter, inventor,** and **assistant.** Use each possessive word in a sentence.

16. Write these Review Words: **comment, volume, magic, struggle, realize, spoken.** Without looking at your dictionary mark each vowel sound. Then turn to the dictionary and correct your work.

17. The letters **b, f, h, k.** and **l** are the tallest of any in the alphabet. Write at least one Review Word containing each letter. Then check them for form and for height. The letters **d** and **t** are not quite so tall as the five given above. Write five words containing **d** and five containing **t.** Check them also for height and form.

# Your Handwriting

Ask yourself these questions as you judge your handwriting:

1. Do I sit in a comfortable position while I write?
2. Are my letters a good size?

*Every subject requires good writing.*

3. Are all my letters the correct height?

*Writing is a constant companion.*

4. Is every letter written squarely on the line?

*Good writing leads to success.*

5. Is each letter made correctly?

*Practise good writing continually.*

6. Are the letters and words placed the right distance apart?

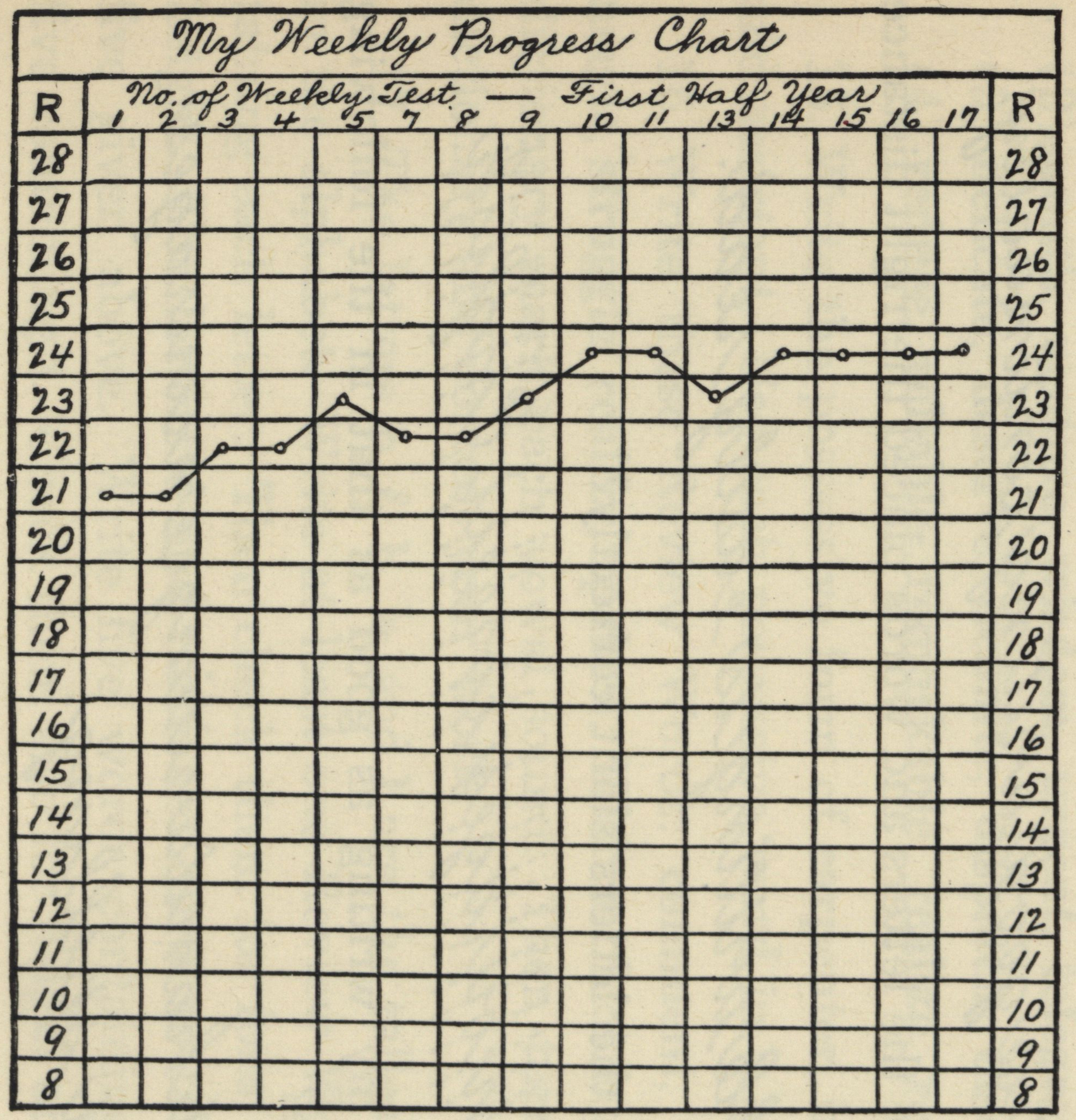
*Legible writing is easily read.*

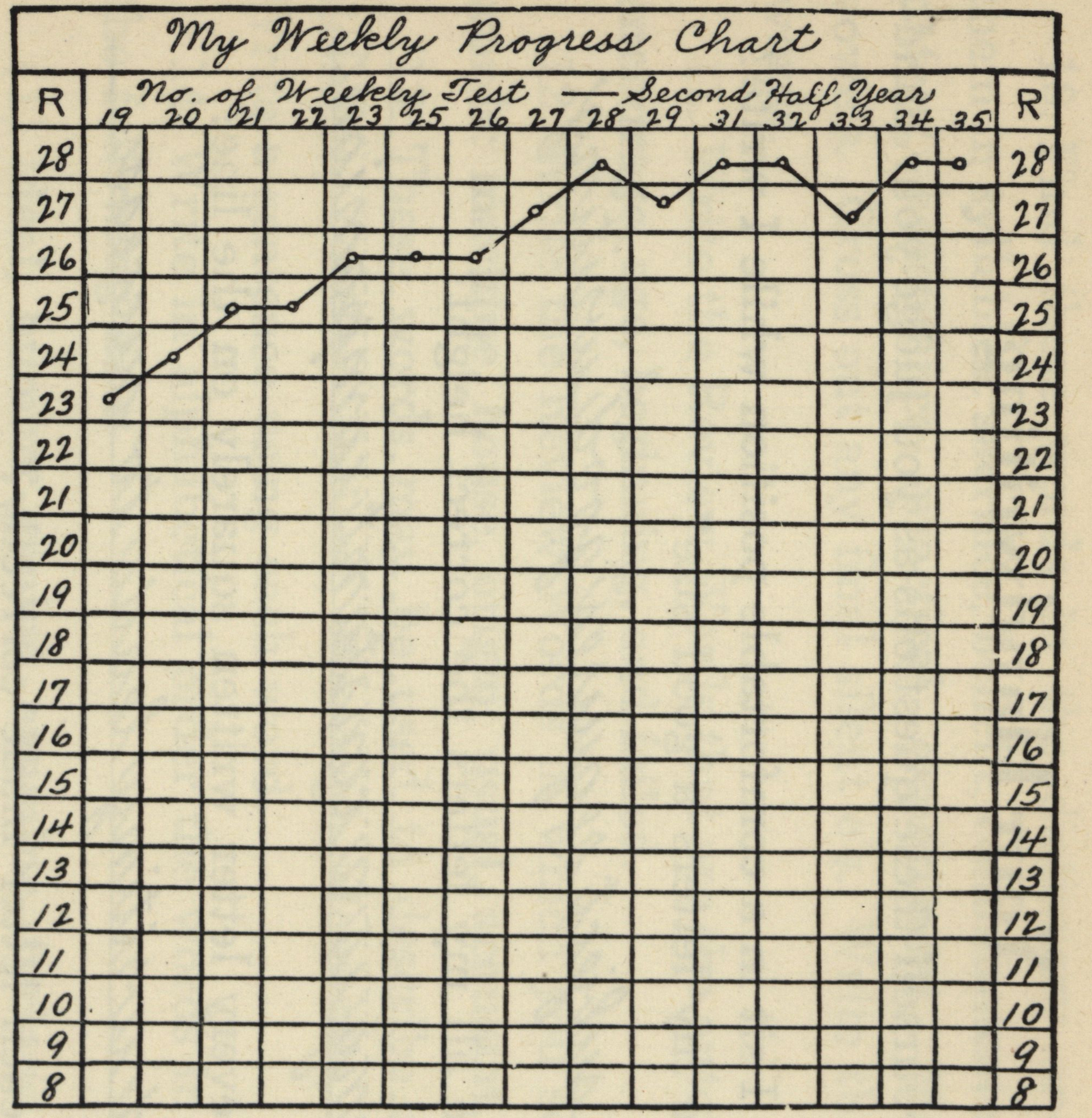
7. Do the letters slant correctly?

*It encourages correct English.*

8. Is my writing as good as that in the following sentence?

*Good handwriting encourages good spelling.*




*Directions for Graphing Your Score.* In the top line of figures find the number of the weekly test — 1, 2, 3, and so on. In the line of figures to the right or left find R — the number right. Draw a circle in the square which shows the number right on each weekly test. Connect the circles with a solid line. *Watch your graph grow.* Notice that you do not graph your score during review week. Copy this graph. *Do not write in your book.*

# To the Teacher

This Canadian series of spellers has been prepared with the specific purpose of making spelling interesting to learn and to teach. To that end all words to be spelled are presented in story settings related to the pupil's school, home, and community experiences. The organization of the spelling programme and the learning method insure steady progress in the mastery of spelling.

The Oxford English Dictionary and the Concise Oxford Dictionary have been used as the standard of spelling. Where these dictionaries give two spellings of a word, and where both of these are in use in Canada, the more frequent spelling is given in the word lists and the alternative is indicated in a note.

*The Word Lists.* The word lists of *My Spelling* have been selected to be of maximum value to the pupils of each grade. They have been carefully validated by checking against all available comprehensive spelling lists, after having been checked also against the pupil's school needs. A supplementary list of useful words adds richness to the list and provides for the needs of the more rapid learner.

*The Unit Plan.* The general plan of organization is a unit plan. Each book contains six units; and each unit consists of five weekly developmental lessons and one week of review, covering, therefore, a six weeks' period. These units are designed to correlate spelling with social studies, science, health, and the language arts. There is no isolated, unmotivated presentation of words.

*The Method.* The method used in the presentation and study of the words incorporates the best features of a study-test-study plan. Much emphasis is placed on the presentation of the words in the story units. This helps to concentrate the pupil's attention on the words and to arouse interest in spelling. Every spelling word appears in exactly the same form and in the same sequence in the story and in the word list. A series of exercises based on the word list is provided for each week's work. Then follow on successive days a pretest, individual study of hard words,

and a weekly final test. The pupil is given simple directions for studying the difficult words. The entire plan is clear and easy to administer.

*The Study Exercises.* These exercises gradually acquaint the pupil with the visual and phonetic peculiarities of words. They also help him to master the specific difficulties of words as well as the principles that govern the spelling of derived forms. Each new word is studied at least once on the exercise page following its introduction. Development of meaning and enrichment of vocabulary are constantly emphasized. The words have already been met in their natural settings. They are now studied for the purpose of amplifying and refining their meanings.

*The Dictionary Programme.* Beginning with the fourth grade, constant use is made of the dictionary. The dictionary programme includes systematic attention to the finding of words, to the sounds of letters and letter combinations, and to accenting and syllabication. Changes in meaning that accompany a change in accent are noted. The dictionary programme is carefully graded and practice is maintained throughout the series in such a fashion as to result in permanent learning and the establishment of good dictionary habits.

*Word Study.* Rich experiences in word study enable the pupil gradually to develop familiarity with the likenesses and differences in words, the common symbols for English sounds, and the principles which control word building. He learns to form plurals, to use the possessive, to interpret and use prefixes and suffixes, and to spell the variant forms derived from root words. This study develops not only the power to spell but also the habits that are essential to good spelling. It insures the acquaintance with English words and with their consistencies and inconsistencies that is part of the equipment of a good speller.

*The Spelling Notebook.* Additional significance is given to the spelling programme through the use of a spelling notebook. Each pupil is advised to enter in his notebook his hard words and also useful words derived from written work done in connection with other school experiences. If the

teacher wishes, the weekly spelling tests and the responses to the study exercises may also be written in this notebook. The pupil can thus provide for his individual interests and needs and keep a personal record of his progress. This tends to develop an interest in spelling, a spelling consciousness, and a spelling conscience. Without these three intangibles, spelling ability will always be unsatisfactory. There is no substitute, for example, for a sense of personal responsibility (conscience) in the making of a good speller.

*Emphasis on Handwriting.* *My Spelling* emphasizes the close relationship between good handwriting and good spelling. It is well known that much poor spelling is a result of the pupil's carelessness or even ignorance of letter formation. The pupil must learn to use the tool of writing as he learns to spell. Adequate emphasis is given to this problem in *My Spelling* without making the mistake of overemphasis and distortion. The pupil is given models of the alphabet, and the study exercises call his attention frequently to the problem of writing clearly and forming letters accurately.

*Review Programme.* A systematic review programme leads to mastery of the hard words in *My Spelling.* This plan provides first for a review of the hardest words in each list of new words on the week following their first presentation. It provides also for a review week at the end of each five-week period during which all words are again tested and reviewed. In addition, words known to be difficult are again reviewed in the later grades as an additional provision for permanence of learning.

*Spelling Made Significant.* *My Spelling* is unique in presenting a thoroughly validated list of important words in natural settings related to the pupil's school, home, and community experiences. The words are thoroughly understood by pupils before they attempt to spell them. Natural integration of reading, discussion, speaking, and writing results in mastery of the words in meaning as well as in form. This makes learning to spell a meaningful and interesting process and restores spelling to a place of such significance that it seems important to learn to spell well.

# Suggestions for Grade Seven

Grade Seven of *My Spelling* teaches twenty new words weekly. A total of 600 new words is presented during the year.

The directions for conducting the week's work on pages 7 to 9 should be read and discussed by the teacher and pupils, so that every child understands just what is to be done each day. The exercises called Working with Words are planned for individual study. Occasionally, however, the teacher may wish to use the exercises for group work, and throughout the year there may be a small group of slow learners who will need careful guidance as they study.

The plan for study and testing during review week is given on page 19. Exercises called Reviewing Your Words not only provided additional practice in spelling but also review important principles of word building.

The dictionary programme is carefully maintained and developed in Grade Seven. Exercises in alphabetizing and in the use of guide word give skill in finding words quickly. Other exercises furnish practice in syllabication and accenting and develop and enrich word meanings. In Your Dictionary, pages 97–120, the pupils will find every word taught in Grade Seven. The first definition or illustrative sentence for every word is one that fits the new word as it appears in its lesson story in *My Spelling*. Pupils will find that Your Dictionary has been especially designed to meet their needs.

The exercises in Grade Seven offer varied types of practice. In addition to those which provide drill in spelling, there are others which emphasize similarities and differences in words, compound words, rhyming words, important vowel sounds, homonyms, synonyms, and possessive forms. Attention is constantly directed to the necessity for clear, legible handwriting. Systematic review and practice are given in spelling derived words formed by adding the most common suffixes either without any change in the root words or by dropping the silent *e* before adding *ed* or *ing*, by changing *y* to *i* before adding *ed*, *es*, and *ly*, and by doubling the final consonant. The meaning and spelling of the most common prefixes, antonyms, and plural possessives are introduced in this grade.

# Your Dictionary

## KEY WORDS

The letter sounds below will help you in using Your Dictionary. The mark over each letter tells its sound. The word opposite each marked letter shows you how the letter is pronounced when it is marked in this way.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ă | căn | ē | bē | ô | hôrse | oi | oil |
| ā | cāne | ẽ | hẽr | o̊ | so̊ft | o͝o | fo͝ot |
| ä | fäther | ê | bêgin | ȯ | ȯbey | o͞o | fo͞od |
| ȧ | ȧsk | ĕ | silĕnt | ŏ | ŏccur | ou | out |
| a̋ | sofa̋ | ĭ | hĭd | ŭ | ŭs | ng | sing |
| â | câre | ī | hīde | ū | ūse | th | that |
| a̋ | alwa̋ys | ĭ | possĭble | û | bûrn | th | thin |
| ă | ă̈ccount | ŏ | nŏt | û | ûnite | t͟u | nat͟ure |
| ĕ | bĕt | ō | nōte | ŭ | circŭs | | |

**a bil'i ty** (*ȧ* bĭl'*ĭ* tĭ). 1. Skill; talent. 2. Enough power to do something. He has the *ability* to become famous.

**ac cept'a ble** (ăk sĕp'*tȧ* b'l). Pleasing; suitable.

**ac cept'ance** (ăk sĕp'tăns). 1. Received with approval. 2. Consenting to take. My *acceptance* of the position was not certain.

**ac cept'ed** (ăk sĕp'tĕd). 1. Approved; agreed with. 2. Took willingly. She *accepted* the gift with a smile.

**ac com'pa ny** (*ă* kŭm'p*ȧ* nĭ). 1. To happen at the same time. The teacher will *accompany* her directions with advice on playing safe. 2. To go along with; to attend as a companion or associate. Won't you *accompany* us on our trip? 3. To play the piano or some other instrument along with or at the same time. My cousin will *accompany* me on the harp.

**ac com'pa ny ing** (*ă* kŭm'p*ȧ* nĭ ĭng). See **accompany**.

**ac com'plish** (*ă* kŏm'plĭsh). 1. Attain or achieve. 2. To carry out; to finish. Jim will *accomplish* the task easily.

**ac cord'ing** (*ă* kôr'dĭng). (Usually with *to*.) 1. As stated by. 2. Agreeing with; following. *According* to the map, we should turn east.

**ac'cu rate** (ăk'ū rĭt). Exactly right; correct. He gave an *accurate* account of what happened at the meeting.

**ac quaint'ance** (*ă* kwān'tăns). 1. A person one knows slightly but not so well as a friend. 2. Knowledge of. I had no *acquaintance* with her reasons for leaving.

**ac tiv'i ty** (ăk tĭv'*ĭ* tĭ). 1. Liveliness of brain, hand, or muscle. 2. Energetic movement. The child was in a constant state of *activity*.

**ac'tu al** (ăk'*t͟u* ăl). Real; not impossible or imaginary.

**ad di'tion al** (*ă* dĭsh'*ŭ*n ăl). Added on; extra. The railroads had to put on many *additional* cars during the holiday rush.

**ad just'** (*ă* jŭst'). 1. To adapt or change. 2. To bring the parts into running order; as, to *adjust* a sewing machine. 3. To settle; as, to *adjust* a dispute.

**ad mit'ted** (ăd mĭt'ĕd). 1. Allowed to enter. 2. Owned as true. The girls *admitted* that their mother

was right. 3. Permitted. The difficulty *admitted* no delay.

**a dopt′** (*ȧ* dŏpt′). 1. To apply in one's own practice; as, to *adopt* new habits or customs. 2. To take a child of other parents and make one's own by law.

**ad vance′** (*ăd* vȧns′). 1. A going forward; progress. 2. To go forward. The captain decided to *advance*. 3. Raise in price. There has been an *advance* in the price of oranges.

**ad vance′ment** (*ăd* vȧns′mĕnt). 1. Progress. 2. Promotion. The secretary was pleased with her *advancement*.

**ad van′tage** (*ăd* vȧn′tĭj). 1. Benefit; profit. 2. More favoured in some way. He had the *advantage* of better schooling.

**ad′ver tise** (ăd′vẽr tīz). To call public attention to the good qualities of something in order to arouse interest in it or a desire to buy it. Most radio broadcasts *advertise* a particular product.

**ad ver′tise ment** (*ăd* vûr′tĭz mĕnt). Public announcement of something, as of a sale of goods. We put an *advertisement* in the paper.

**ad′ver tis′ing** (ăd′vẽr tīz′ĭng). 1. Any form of public announcement to help sales. We are *advertising* the school play with posters. 2. The business of writing advertisements. Father works in the *advertising* department of a large store.

**af fect′** (*ă* fĕkt′). To have an influence on. Don't let wrong advice *affect* your decision.

**a gree′a ble** (*ȧ* grē′*ȧ* b'l). Pleasing.

**a gree′ment** (*ȧ* grē′mĕnt). An understanding reached by two or more persons, groups of persons, or nations.

**ag′ri cul′ture** (ăg′rĭ kŭl′tûr). 1. The raising of crops (or animals) on a farm. 2. Art of producing crops (or animals) on a farm or ranch.

**al′co hol** (ăl′kō hŏl). 1. The colourless liquid which makes wine, beer, gin, and so on intoxicating. The wise man avoids the use of *alcohol*. 2. A liquid distilled from grain or wood and used in medicines. The nurse gave her patient an *alcohol* rub.

**am bi′tion** (ăm bĭsh′ŭn). 1. Hopeful wish or aim. 2 Strong desire for success in life.

**am′ple** (ăm′p'l). 1. Plentiful. 2. Quite enough. There was an *ample* allowance for each one of us.

**a muse′ment** (*ȧ* mūz′mĕnt). Entertainment; that which gives pleasure.

**an nounce′** (*ă* nouns′). 1. To explain what is coming. 2. To give notice to the public. Mother will *announce* my sister's engagement.

**an nounce′ment** (*ă* nouns′mĕnt). 1. Explanation of what is coming. 2. A notice given to the public. They put up an *announcement* of a big sale.

**an′nu al** (ăn′ū *ăl*). 1. Yearly. 2. A plant that lives only a year. The zinnia is an *annual*. 3. A book that comes out once a year; as, a high-school *annual*.

**an′nu al ly** (ăn′ū *ăl* ĭ). Every year. See also **annual**.

**a pol′o gy** (*ȧ* pŏl′ō jĭ). 1. Excusing oneself. He made an *apology* for being late. 2. The act of explaining an offence or error and asking pardon. I hope you will accept my *apology*, because I am truly sorry.

**ap peal′** (*ă* pēl′). 1. To call on for sympathy or help. 2. A call for help, support, or sympathy. The church made an *appeal* for funds.

**ap pear′ance** (*ă* pēr′*ă*ns). 1. Looks. 2. Coming into sight; entrance.

The *appearance* of a policeman gave us courage. 3. Coming before the public. It was the first *appearance* of the new actress. 4. Whole air; manner; carriage. The president made a fine *appearance.*

**ap′pe tite** (ăp′ē tīt). 1. Strong craving; taste. 2. Desire for, and enjoyment of, food and drink. A long walk in the fresh air will give you a good *appetite.*

**ap plied′** (*ă* plīd′). 1. Put into use. He *applied* the rules he had learned. 2. Put on. The doctor *applied* a plaster. 3. Studied carefully. I hope you *applied* yourself to your algebra. 4. Asked for in person or by letter. George *applied* for a job.

**ap ply′** (*ă* plī′). 1. To put into use. 2. To place in contact. 3. To pay close attention to. 4. To make a request; as, to *apply* for a job.

**ap ply′ing** (*ă* plī′ĭng). See **applied** and **apply.**

**ap point′ment** (*ă* point′mĕnt). 1. Act of choosing or fixing, as of a time or place at which to meet someone. 2. Position or office. My father received the *appointment* of treasurer.

**ap pre′ci ate** (*ă* prē′shĭ āt). 1. To understand the value of. 2. To enjoy with a knowledge of its values. We *appreciate* opera that is well sung. 3. To be grateful for. I *appreciate* your kindness to me.

**ap pre′ci at′ed** (*ă* prē′shĭ āt′ĕd). See **appreciate.**

**ap pre′ci a′tion** (*ă* prē′shĭ ā′shŭn). 1. Good opinion; understanding the value of. 2. Enjoyment with a knowledge of the values of.

**ap prove′** (*ă* proōv′). 1. To think well of. 2. To be satisfied with. We *approve* of her choice of hats.

**ar′gue** (är′gū). 1. To present reasons for or against. 2. To discuss. The two boys love to *argue.*

**ar′gu ment** (är′gū mĕnt). 1. Reason or reasons for or against something. 2. A discussion or dispute. The teacher helped the boys to settle their *argument.*

**a rouse′** (*ȧ* rouz′). 1. To stir up; to excite. 2. To waken. The noise may *arouse* the baby from her nap.

**ar range′** (*ă* rānj′). 1. To prepare for; to plan. 2. To set out in a certain pattern. The girl will *arrange* the pictures tastefully. 3. To settle on something. We shall *arrange* easy terms for the buyer.

**ar range′ment** (*ă* rānj′mĕnt). 1. The order or way things are put together. 2. A settling of terms. What *arrangement* did you make about the purchase?

**as sist′ance** (*ă* sĭs′tăns). Help. Can I be of any *assistance* to you?

**as sist′ant** (*ă* sĭs′tănt). One who helps another.

**as sume′** (*ă* sūm′). 1. To take for granted. 2. To undertake; as, *assume* duties. 3. To pretend to have. He tried to *assume* a smile.

**as sure′** (*ă* shoōr′). 1. To make certain. 2. To tell positively. The grocer tried to *assure* us that the meat was fresh.

**as sured′** (*ă* shoōrd′). See **assure.**

**ath let′ics** (ăth lĕt′ĭks). Games and sports requiring physical strength and skill.

**at tach′** (*ă* tăch′). 1. To consider as belonging to. 2. To fasten. When I *attach* a leash to my dog's collar, he knows he is going for a walk.

**at tend′ance** (*ă* tĕn′dăns). 1. Persons present at some special time or place. 2. Act of being present. *Attendance* at chapel was not required.

**at ten′tion** (*ă* tĕn′shŭn). 1. Notice given or care paid to something. 2. Fixing one's mind closely. The conductor lifted his baton to secure *attention.*

**at trac′tion** (*ă* trăk′shŭn). 1. Something that wins interest and liking. 2. Power of drawing to oneself. The moon has an *attraction* for water on the surface of the earth, *which causes the tides.*

**at trac′tive** (*ă* trăk′tĭv). Pleasing; having the power to attract.

**au′di ence** (ô′dĭ ĕns). 1. People collected in a place to see or hear a performance of some kind. We gave our school play before a large *audience.* 2. A chance to be heard. He was granted an *audience* with the king.

**au′thor** (ô′thẽr). A person who writes books, stories, or articles.

**au thor′i ty** (ô thŏr′ĭ tĭ). 1. Right to act. 2. A person who has power to command. The chief is in *authority* here. 3. Source of correct advice or information. That encyclopedia is an *authority* on animals.

**a′vi a′tor** (ā′vĭ ā′tẽr). One who flies an airplane; an airplane pilot. John is training to become an *aviator* in the R. C. A. F.

**a ware′** (*ȧ* wâr′). Awake to a fact; alert; conscious.

**awk′ward** (ôk′wẽrd). 1. Not skilful. He handles his tools in an *awkward* manner. 2. Clumsy; not graceful. What an *awkward* animal the elephant is! 3. Embarrassing; upsetting. It was an *awkward* moment.

**band′age** (băn′dĭj). 1. A strip of cloth, or other material, used to bind up an injury. 2. To bind up a cut or an injury. The doctor had better *bandage* your arm.

**ban′quet** (băng′kwĕt). 1. A big formal dinner with speeches. 2. A feast.

**ba′sis** (bā′sĭs). That upon which something is built; foundation.

**bat′ter y** (*băt′ẽr ĭ*). *1. Set of big* guns. 2. Set of two or more cells connected for the purpose of producing electric current; as, *battery* of a car. 3. *Baseball.* The pitcher *and catcher together.* 4. *Law.* Unlawful beating or other bad treatment. He was fined for assault and *battery.*

**be half′** (bẽ häf′). 1. **In behalf of.** For; in the interest of. 2. Support. We shall labour in his *behalf.*

**be lief′** (bẽ lēf′). 1. Faith. 2. Opinion. 3. Ideas about religion; as, the Christian *belief.*

**ben′e fit** (bĕn′ẽ fĭt). 1. Something for the good of a person or thing. 2. Help; aid. I am doing this for your *benefit.* 3. Entertainment to raise money for a cause. 4. To profit. We shall *benefit* by this good food.

**bou quet′** (bo͞o kā′). A bunch of flowers. Ann picked a *bouquet* of roses.

**brief** (brēf). 1. Short. 2. *Law.* A short summary of the points in a lawyer's case. The lawyer prepared his *brief* for the defence.

**bril′liant** (brĭl′yănt). 1. Very clever; having qualities which make one much admired. 2. Shining or sparkling brightly. 3. A diamond or other precious stone cut so as to sparkle with great brightness. The necklace had many a *brilliant.*

**bul′le tin** (bo͝ol′ĕ tĭn). 1. Small leaflet issued at times by a club, society, or a department of the government. 2. Statement to the public in a newspaper; as, an Associated Press *bulletin.*

**bu′reau** (bū′rō). 1. A chest of drawers for a bedroom, sometimes with a mirror. 2. A government department or office where a special business is carried on; as, *Bureau* of Mines.

**bur′glar** (bûr′glẽr). One who breaks into a house to steal something.

**caf′e te′ri a** (kăf′ẽ tẽr′ĭ *ȧ*). An eating place where people serve themselves.

**cam paign′** (kăm pān′). 1. A course of action planned to bring about a certain result. 2. *Military usage.* A planned set of military activities forming a certain part of a war; as, a *campaign* in Egypt. 3. To take part in a drive for something. Women had to *campaign* for the vote.

**ca′pa ble** (kā′pȧ b'l). 1. Able to do many things. 2. Having fitness for. She is not *capable* of taking charge.

**ca reer′** (kȧ rēr′). 1. The course of progress of a person's life. 2. An occupation for which one needs special training. My sister has begun her nurse's *career.*

**car′pen ter** (kär′pĕn tẽr). Worker who puts up the wooden part of houses, ships, and so on.

**cat′a logue** (kăt′ȧ lŏg). Book containing a list of names, titles, or articles; as, a library *catalogue* or a mail-order *catalogue.*

**cau′tion** (kô′shŭn). 1. Great care. 2. To warn. You had better *caution* him not to drive so fast at night.

**cease** (sēs). To stop; to come to an end.

**cel′er y** (sĕl′ẽr ĭ). Plant, the long white stalk of which is used as a vegetable, either raw or cooked.

**cen′tu ry** (sĕn′ tū rĭ). 1. One hundred years. 2. Period of one hundred years counting from the birth of Christ. We are now in the twentieth *century.*

**ce′re al** (sēr′ē ăl). 1. A grass-producing grain used for food, as wheat, rice, corn, oats, and so on. 2. Food made from grain, as oatmeal.

**cer tif′i cate** (sẽr tĭf′ĭ kĭt). A written or printed statement to show proof of a fact; as, birth *certificate.*

**chair′man** (châr′măn). One who takes charge of a meeting or committee. Ann is the *chairman* of the school citizen's club.

**char′ac ter** (kăr′ăk tẽr). 1. The nature and make-up of a person; all his thoughts, feelings, and acts. 2. A figure or letter. There are 26 *characters* in our alphabet. 3. Person in a play or story.

**choir** (kwīr). A group of persons singing together, especially in church.

**cho′rus** (kō′rŭs). 1. A company of singers, usually a larger group than a choir. 2. Group of singers and dancers in a musical comedy. 3. A repeated part of a song.

**cir′cu la′tion** (sûr′kū lā′shŭn). 1. The number of copies of a newspaper, magazine, and so on, sold within a certain time. 2. The moving of the blood through the body in a certain course. My *circulation* was poor.

**clev′er** (klĕv′ẽr). 1. Skilful in doing some special thing. 2. Having a quick, bright mind.

**close′ly** (klōs′lĭ). Carefully and tightly.

**col lec′tion** (kŏ lĕk′shŭn). 1. Bringing together a group of people or things. 2. Money gathered from a group of people; as, a church *collection.*

**col′umn** (kŏl′ŭm). 1. An up-and-down row of words or figures.

2. An upright support for a roof or balcony. 3. Something tall, straight, and narrow; as, the spinal *column*. 4. A long and straight row; as, a *column* of parading soldiers.

**com′bi na′tion** (kŏm′bĭ nā′shŭn). 1. Union; act of combining or joining together persons or things. 2. *Arithmetic.* Set into which numbers or figures may be grouped. 3. Certain way in which letters or numbers follow one another in the opening of a lock. I can't remember the *combination* of the safe.

**com′ment** (kŏm′ĕnt). 1. Remark. 2. To make remarks about. They often *comment* on your beautiful garden.

**com′merce** (kŏm′ûrs). Buying and selling on a large scale, especially between different countries or states.

**com mer′cial** (kŏ mûr′shăl). Having to do with business.

**com mis′sion** (kŏ mĭsh′ŭn). 1. The doing of business for another person; acting as an agent. 2. The business the agent does. 3. Pay given for carrying out a business deal. The agent took 10 per cent *commission*. 4. Paper that gives rank in the army or navy. My uncle received his *commission* as captain. 5. Group of persons chosen to perform certain duties. A water *commission* was appointed.

**com mit′** (kŏ mĭt′). 1. To do. The prisoner said that he did not *commit* the crime. 2. To preserve; as, to *commit* to memory. 3. To pledge oneself. I will not *commit* myself to any course until I know more about the matter.

**com mit′ted** (kŏ mĭt′ĕd). See **commit.**

**com mit′tees** (kŏ mĭt′ĭz). Groups of persons chosen to do some special things.

**com mu′ni cate** (kŏ mū′nĭ kāt). 1. To get in touch with; to converse. 2. To pass on by speaking or writing; as, to *communicate* information. 3. To be connected. The two rooms *communicate*.

**com mu′ni ca′tion** (kŏ mū′nĭ kā′shŭn). 1. Means of exchanging messages with another. 2. Touch; intercourse. Did you get into *communication* with your friend? 3. Message. I received a *communication* from my sister.

**com mu′ni ty** (kŏ mū′nĭ tĭ). People living in a certain district or town. In our *community* are several fine stores, a library, and two churches.

**com pan′ion** (kŏm păn′yŭn). 1. Comrade. Jane was my good *companion* on the journey. 2. To go with someone. Will you *companion* me on my walk?

**com pare′** (kŏm pâr′). 1. To observe how things differ and how they are alike. We will *compare* the two coats to see which is the better one. 2. *Grammar.* To give the positive, comparative, and superlative forms of adjectives and adverbs.

**com par′i son** (kŏm păr′ĭ sŭn). Pointing out how things differ and in what ways they are alike.

**com′pass** (kŭm′pȧs). 1. An instrument which tells direction by a magnetic needle pointing north. It is a good idea to take a *compass* on a trip through the woods. 2. An enclosed space; limits. She passed her life within the *compass* of a small room. 3. An instrument used for drawing circles. 4. *Music.* Tones which a person can sing easily; range. The *compass* of her voice was small.

**com pel′** (kŏm pĕl′). 1. To force. The law *compels* you to attend school until you are sixteen. 2. To drive or urge. No one can *compel* him to do what he knows is wrong.

**com pelled′** (kŏm pĕld′). See **compel.**

**com plaint′** (kŏm plānt′). 1. Cause of sorrow or pain. 2. Finding fault. She expressed a *complaint* about the noise in the building. 3. Sickness; as, suffer from a *complaint.*

**com plete′ly** (kŏm plēt′lĭ). Entirely; altogether.

**com′pli ment** (kŏm′plĭ mĕnt). Something said or done to express praise or admiration.

**com′po si′tion** (kŏm′pō zĭsh′ŭn). 1. The result of putting together music, writing, painting, and so on. 2. Things put together to make a whole. The *composition* of the salad was known only to the cook. 3. A piece of music.

**con ceal′** (kŏn sēl′). To hide.

**con cern′** (kŏn sûrn′). 1. State of being anxious. 2. To bother; to give time to. Don't *concern* yourself with petty affairs. 3. Business firm. The *concern* my father works for produces automobile supplies.

**con clu′sion** (kŏn klo͞o′zhŭn). 1. Judgment reached by putting reasons together. 2. End; as, *conclusion* of a day. 3. Summing up of main points; as, *conclusion* of an address.

**con′fi dence** (kŏn′fĭ dĕns). 1. Trust. 2. Sureness; boldness; as, to speak with *confidence.* 3. Faith in another's loyalty. She told me that in *confidence.*

**con′fi dent** (kŏn′fĭ dĕnt). Sure.

**con nec′tion** (kŏ nĕk′shŭn). Joining one thing to another.

**con sent′** (kŏn sĕnt′). 1. To agree. 2. Approval. We got the *consent* of our teachers before we formed the club.

**con′ser va′tion** (kŏn′sẽr vā′shŭn). Saving; preserving.

**con sid′er a ble** (kŏn sĭd′ẽr *ȧ* b'l). Much; large in extent.

**con sid′er a′tion** (kŏn sĭd′ẽr ā′shŭn). 1. Long and careful thought. 2. Thoughtfulness of others. He had no *consideration* for his help.

**con sid′ered** (kŏn sĭd′ẽrd). 1. Believed. Father *considered* our excuse a poor one. 2. Thought over in order to decide. The man *considered* the idea for a long time. 3. Took into account; was careful of. We *considered* her feelings.

**con′stant** (kŏn′stănt). Going on all the time.

**con′stant ly** (kŏn′stănt lĭ). All the time; continually.

**con struc′tion** (kŏn strŭk′shŭn) 1. Building. 2. *Grammar.* The way words are arranged in a sentence. 3. Manner in which a building is put up. The *construction* called for steel girders. 4. Putting a thing together. The *construction* of the plan was left to the architect.

**con sult′** (kŏn sŭlt′). 1. To talk things over. 2. To seek advice or information; as, to *consult* a doctor, to *consult* a dictionary.

**con′tact** (kŏn′tăkt). 1. Touching; meeting. 2. To bring together; to touch.

**con tract′** (kŏn trăkt′). 1. To get; to catch. 2. To grow smaller; to shrink. That door will *contract* when winter comes.

**con′tract** (kŏn′trăkt). Written agreement; as, to sign a *contract.*

**con trolled′** (kŏn trōld′). 1. Held in check. 2. Ruled over.

**con ven'ience** (kŏn vēn'yĕns). 1. Something that helps. 2. A suitable time. Come at your *convenience.*

**con ven'ient** (kŏn vēn'yĕnt). Easy to get at; suitable.

**con vinced'** (kŏn vĭnst'). Made sure of something. After a long argument, he was *convinced* that I was right.

**co-op'er a'tion** (kŏ ŏp'ĕr ā'shŭn). 1. Willingness in working together. 2. Working together for the benefit of each and all concerned.

**cor'dial ly** (kôr'jăl ĭ). With warm friendliness; as, *cordially* yours.

**cor rect'ly** (kŏ rĕkt'lĭ). Rightly; exactly.

**cour'te sy** (kûr'tĕ sĭ). Politeness.

**cre ate'** (krē āt'). 1. To make; to bring into being. 2. To produce an effect. That dress will *create* a sensation. 3. To produce a work of art. Every generation will *create* its own style of art

**cred'it** (krĕd'ĭt). 1. Honour. 2. To believe; as, to *credit* a tale. 3. Source of honour. He was a *credit* to his family. 4. Faith that a person will pay later; as, buy on *credit.* 5. To record a payment of money or goods. Please *credit* me with two pairs of shoes.

**crip'ple** (krĭp''l). 1. To injure so as to deprive of the use of a leg or arm (or wing). 2. To hurt; to harm; to weaken. Don't *cripple* our cause by disputing.

**crit'i cism** (krĭt'ĭ sĭz'm). 1. Examination to find good and bad points. I should like your *criticism* of this book. 2. Blame; unfavourable opinion. Her *criticism* was unjust.

**crit'i cize** (krĭt'ĭ sīz). 1. To examine with the idea of picking out good and bad points. 2. To blame; to find fault with; as, to *criticize* one's speech.

**cul'ti vate** (kŭl'tĭ vāt). 1. To plough and plant so as to produce crops. 2. To loosen the soil around growing plants. I must *cultivate* my roses. 3. To give care to improving oneself. Try to *cultivate* poise.

**cure** (kūr). 1. Method of healing disease. 2. To make well. 3. To preserve by drying or salting; as, to *cure* hay.

**cush'ion** (kŏŏsh'ŭn). 1. Something serving as a pad. 2. Soft pillow.

**cus'tom ar'y** (kŭs'tŭm ĕr'ĭ). Usual. He led the singing in his *customary* manner.

**cus'tom er** (kŭs'tŭm ĕr). 1. Buyer. 2. One who buys regularly at the same store; as, a steady *customer.*

**deal'er** (dēl'ĕr). 1. One who buys and sells; an agent. 2. In a game, the one who divides the cards among a number of people.

**de bate'** (dĕ bāt'). 1. Discussion. 2. To give reasons for and against. The boys were always ready to *debate* the question.

**de cay'** (dĕ kā'). 1. Rot. 2. To become rotten. 3. To pass from a sound state to a poor one. Teeth *decay.*

**de cline'** (dĕ klīn'). 1. Growing less in strength or number. 2. To refuse. 3. To grow less in power. Day by day her strength seemed to *decline.* 4. A downhill slope.

**de crease'** (dē krēs'). To make less.

**de fence'** (dĕ fĕns'). 1. Means of protecting. 2. *Law.* The plea of the person who is defending himself.

**def'i nite** (dĕf'ĭ nĭt). 1. Clear; precise. 2. Having exact limits; as, setting a *definite* time.

**de gree'** (dĕ grē'). 1. Amount; extent. 2. Unit to measure temperature. 3. *Arithmetic.* A degree is one 360th of the circumference of a

circle. 4. Rank or title given in college. **Degrees.** Steps or stages. By *degrees* the dogs became quiet.

**de layed′** (dē lād′). 1. Was held up; made late. The train was *delayed*. 2. Put off until a later time. He *delayed* his departure.

**del′i cate** (dĕl′ĭ kĭt). 1. Tender; needing careful handling. 2. Fragile; thin; as, *delicate* china. 3. Easily upset, hurt, or made ill. My sister is in *delicate* health. 4. Pleasing by its fineness; as, *delicate* perfume.

**de li′cious** (dē lĭsh′ŭs). Highly pleasing to the taste or smell.

**de light′ful** (dē līt′fo͝ol). Very pleasing.

**de liv′ered** (dē lĭv′ĕrd). 1. Carried from one place and given out in another. 2. Set free. Moses was *delivered* out of the land of bondage. 3. Set forth in words. He *delivered* a fine speech.

**de liv′er y** (dē lĭv′ĕr ĭ). 1. Carrying from one place and giving out in another. 2. Way of speaking. His *delivery* was good.

**dem′o crat′ic** (dĕm′ō krăt′ĭk). 1. Treating all people as equals. The Mayor of our city has a *democratic* manner toward all people. 2. Having to do with democracy. Here in Canada we have a *democratic* form of government.

**den′tist** (dĕn′tĭst). A person who treats the teeth.

**de part′ment** (dē pärt′mĕnt). 1. Part into which a business or government is divided. 2. A government office; as, *Department* of Trade and Commerce.

**de pos′it** (dē pŏz′ĭt). 1. Mud or sand left by a stream. 2. To put away for safekeeping; as, *deposit* money in a bank. 3. To lay down; as, to *deposit* a bag.

**depth** (dĕpth). 1. Distance down. 2. Middle part of something; as, *depth* of a forest, *depth* of night. 3. Deepness; profoundness. He had a mind of great *depth*.

**de scrip′tion** (dē skrĭp′shŭn). An account; telling all about something.

**de serve′** (dē zûrv′). To have a right to; to be worthy of.

**de stroyed′** (dē stroid′). 1. Ruined. The whole town was *destroyed*. 2. Put out of existence. The bandit *destroyed* the pearls.

**de ter′mine** (dē tûr′mĭn). 1. To make up one's mind firmly; to resolve. 2. To find out about. We must *determine* what she's like. 3. To decide beforehand after much thought and study. Let us *determine* what stand to take.

**de vel′op ment** (dē vĕl′ŭp mĕnt). 1. Expanding; perfecting. 2. Mental or physical growth. The child was at a difficult stage of *development*. 3. Full use. The *development* of our water power has not been attempted.

**dic′tion ar′y** (dĭk′shŭn ĕr′ĭ). A book listing alphabetically the words of a language, together with their meanings.

**di′et** (dī′ĕt). 1. What a person usually eats and drinks. 2. Special food eaten for a purpose; as, a milk *diet*.

**dif′fi cul′ties** (dĭf′ĭ kŭl tĭz). Troubles; hard things to overcome.

**dif′fi cul ty** (dĭf′ĭ kŭl tĭ). Something hard to overcome. See also **difficulties.**

**di rect′ed** (dĭ rĕkt′ĕd). 1. Commanded; led. 2. Told how to get somewhere. I *directed* the man to the post office. 3. Aimed. We *directed* the canoe toward the shore. 4. Put the address on a letter. Was your letter *directed* correctly?

**di rect'ly** (dĭ rĕkt'lĭ). 1. In a straightforward manner. 2. At once.

**di rec'tor** (dĭ rĕk'tẽr). One who leads or directs.

**dis'a gree'a ble** (dĭs'*ȧ* grē'*ȧ* b'l). Unpleasant; not agreeable.

**dis'ap point'ment** (dĭs'*ă* point'mĕnt). Failure of some hope.

**dis as'ter** (dĭ zȧs'tẽr). 1. Terrible happening. 2. Sudden dreadful event, as a shipwreck, fire, or earthquake.

**dis cour'age** (dĭs kûr'ĭj). 1. To destroy one's hopes. 2. To try to prevent. I shall *discourage* his coming to the house.

**dis cov'er y** (dĭs kŭv'ẽr ĭ). Something found out for the first time.

**dis cuss'** (dĭs kŭs'). To talk over freely.

**dis cus'sion** (dĭs kŭsh'*ŭn*). Talk for and against a thing.

**dis gust'** (dĭs gŭst'). Strong dislike.

**dis patch'** (dĭs păch'). 1. Important message or special news. 2. To send off quickly; as, to *dispatch* a boy.

**dis played'** (dĭs plād'). 1. Showed. 2. Spread out to attract attention. The jeweller *displayed* his wares.

**dis pose'** (dĭs pōz'). To get rid of by selling or giving away.

**dis tinct'** (dĭs tĭngkt'). 1. Definite; easy to be seen. 2. Separate from each other. Three *distinct* times I caught him in lies.

**dis tin'guish** (dĭs tĭng'gwĭsh). 1. To make outstanding or famous. 2. To see. I *distinguish* a light between the trees. 3. To set apart from others. 4. To perceive because of some special quality a thing has. I can *distinguish* between the high and low tones of music.

**dis trib'ute** (dĭs trĭb'ût). 1. To give out to a number of people. 2. To scatter. Don't *distribute* your clothes all over the room.

**do mes'tic** (dō mĕs'tĭk). 1. Household; of the home or family. 2. Of one's own country. Our trade is both foreign and *domestic*. 3. A servant who works in the home.

**doubt'less** (dout'lĕs). Without doubt.

**draft'ing** (drȧft'ĭng). Drawing of plans, maps, and so on.

**dread'ful** (drĕd'fo͝ol). Terrible; frightful.

**ear'nest** (ûr'nĕst). 1. With serious purpose; intense. 2. Serious, important; as, an *earnest* plea. 3. *Law.* Something given to bind a bargain. He gave me $50 as *earnest* for the property.

**ed'i tor** (ĕd'ĭ tẽr). 1. Person in charge of a magazine or newspaper. 2. One who corrects and revises copy to be printed.

**ef fec'tive** (ĕ fĕk'tĭv). Able to get results.

**e lect'ed** (ẽ lĕkt'ĕd). 1. Chosen; selected. He has *elected* the business course. 2. Chose for office. We *elected* Charles for our class president.

**e lec'tri cal** (ẽ lĕk'trĭ kăl). 1. Moved or run by electricity. 2. Exciting; thrilling. The very air was *electrical*.

**e lec'tric'i ty** (ẽ lĕk'trĭs'ĭ tĭ). Unseen source of energy in nature.

**el' e va'tor** (ĕl'ẽ vā'tẽr). 1. Building for storing grain. 2. We rode to the eighth floor on the *elevator*.

**else'where** (ĕls'hwâr). In other places; somewhere else. Look *elsewhere* for your books.

**em ploy'** (ĕm ploi'). 1. To use. 2. To hire for work. The department stores *employ* many extra people at Christmas time.

**em′ploy ee′** (ĕm′ploi ē′). Person who works for another.

**en dure′** (ĕn dūr′). 1. To last; to keep on. 2. To bear; as, to *endure* pain.

**en′er gy** (ĕn′ẽr jĭ). 1. Force; power. 2. Vigour. The boy was full of *energy*.

**en gage′** (ĕn gāj′). 1. To take part in. 2. To hire; as, to *engage* workers. 3. To speak for beforehand; as, to *engage* rooms. 4. To promise. They *engage* to bring us eggs every week. 5. To fight with. The general chose to *engage* the enemy on the plain. 6. To be busy with. He decided to *engage* in the hardware business.

**e nor′mous** (ẽ nôr′mŭs). Very, very large; huge.

**en′ter tain′ment** (ĕn′tẽr tān′mĕnt). 1. Something that pleases and amuses. Our class gives an *entertainment* every Friday. 2. Providing for guests. We shall supply *entertainment* for six people this week end. 3. Recreation. I go to the movies for *entertainment* and rest.

**en tire′ly** (ĕn tīr′lĭ). Wholly.

**en ti′tled** (ĕn tī′t'ld). Having the right to; worthy of.

**en′vy** (ĕn′vĭ). 1. Discontent because others have more than oneself. 2. Person or thing envied. John is the *envy* of his friends. 3. To feel discontented because someone has more than oneself. I *envy* you your fur coat.

**ep′i dem′ic** (ĕp′ĭ dĕm′ĭk). Swift spreading of a disease.

**e′qual ly** (ē′kwŏl ĭ). In the same way or to the same degree.

**e quip′ment** (ẽ kwĭp′mĕnt). Outfit; supplies and furnishings.

**e ro′sion** (ẽ rō′zhŭn). Wearing away; as, *erosion* of a hill.

**es tab′lish** (ĕs tăb′lĭsh). 1. To set up firmly; to fix. 2. To found; as, to *establish* a colony. 3. To prove; as, to *establish* the truths of science.

**es tab′lished** (ĕs tăb′lĭsht). See **establish.**

**es′ti mate** (ĕs′tĭ māt). 1. To judge as to value. 2. To figure as to cost or size; as, to *estimate* the number of shingles on a roof.

**e′vil** (ē′v'l). Bad; harmful; wicked.

**ex am′ine** (ĕg zăm′ĭn). 1. To look at closely; to test. 2. To question in order to find out the ability or fitness of anything.

**ex cep′tion** (ĕk sĕp′shŭn). 1. Something left out. 2. To object to something. She took *exception* to the meals.

**ex cess′** (ĕk sĕs′). 1. Extra; more than needed. 2. Going beyond what is necessary or proper. The boy eats to *excess*.

**ex cite′ment** (ĕk sīt′mĕnt). State of being stirred up or thrilled.

**ex cur′sion** (ĕks kûr′zhŭn). Short trip taken for pleasure. We are going on an *excursion* to the White Mountains this week end.

**ex haust′ed** (ĕg zôst′ĕd). 1. Used up; ended. 2. Tired out. We felt *exhausted* after the long trip.

**ex pand′** (ĕks pănd′). 1. To increase; to grow larger. 2. To spread out. *Expand* your chest. 3. To work out fully; to give in detail. Can't you *expand* the idea?

**ex pen′sive** (ĕks pĕn′sĭv). Costly.

**ex pe′ri ence** (ĕks pēr′ĭ ĕns). 1. Something that happens to a person. 2. Knowledge gained by living. He is a man of *experience*.

**ex per′i ment** (ĕks pĕr′ĭ mĕnt). 1. To try to discover or prove something. 2. The process of proving or testing something.

**ex pert′** (ĕks pûrt′). Skilful.

**ex′pert** (ĕks′pûrt). A person who has special knowledge about a subject.

**ex′pla na′tion** (ĕks′plȧ nā′shŭn). Clearing up something hard to understand; the act of explaining.

**ex port′** (ĕks pōrt′). To send out of a country for sale in another.

**ex′port** (ĕks′pōrt). Something sent out of a country and sold in another country.

**ex pres′sion** (ĕks prĕsh′ŭn). 1. Form of words or phrases; the way a person says something. 2. A look. The dog has a sad *expression* on his face. 3. Putting ideas into words. The leader asked for an *expression* of opinion. 4. "Let George do it" is a common *expression.*

**ex tent′** (ĕks tĕnt′). Degree; size; amount.

**ex treme′** (ĕks trēm′). 1. Very great. 2. Farthest; as, the *extreme* left. 3. Carried beyond the usual or normal. His opinions were *extreme.*

**ex treme′ly** (ĕks trēm′lĭ). In an extreme manner. See also **extreme.**

**fac′tor** (făk′tẽr). 1. One of the causes which help to produce a result. 2. *Arithmetic.* A *factor* of 56 is 7. The least common *factor* of 21 and 54 is 3.

**fac′ul ty** (făk′ŭl tĭ). 1. Ability to do some special thing. 2. The group of teachers in a school or college. 3. Natural gift or power; as, a *faculty* for getting along with people. 4. A physical power; as, *faculty* of speech.

**fa mil′iar** (fȧ mĭl′yẽr). 1. Well acquainted. 2. Known to all; as a *familiar* tune.

**fate** (fāt). 1. Lot; fortune. 2. A power believed to decide what will happen. We never know what *fate* holds in store for us. 3. End. The princess met a sad *fate.*

**fa′vour** (fā′vẽr). 1. Strong liking; regard. 2. Kindness. He was grateful to us for the *favour.* 3. Small gift. Alice brought home the *favour* she was given at the party. 4. To prefer. I *favour* a democratic government. 5. To look like. Does she *favour* her mother or father? 6. Siding with. I am in *favour* of the idea.

**fa′vour a ble** (fā′vẽr *ȧ* b'l). 1. Helpful; that which favours or assists. 2. Pleasing; regarded highly.

**fa′vour a bly** (fā′vẽr *ȧ* b'lĭ). 1. With advantages; in a favourable way. 2. Pleasantly; as, to be *favourably* impressed.

**fea′ture** (fē′tūr). 1. An important or special part of something. 2. Part of the face; as, nose, eyes, mouth, and so on.

**fed′er al** (fĕd′ẽr *ăl*). Of a nation made up of several smaller states or provinces. Canada has a *federal* government.

**fer′tile** (fûr′tĭl). 1. Producing crops easily. 2. Able to produce easily. She has a *fertile* imagination.

**firm** (fûrm). 1. Strong; not to be shaken. 2. Solid; as, *firm* ground. 3. Decided; as, a *firm* voice. 4. Two or more persons in business together.

**for′mal** (fôr′măl). 1. Fixed by custom and use; unchanging. 2. Stiff; as, a *formal* manner. 3. Following a certain custom or form; as, *formal* (or full evening) dress.

**for′mer ly** (fôr′mẽr lĭ). In times past.

**for′tu nate** (fôr′tŭ nĭt). 1. Lucky. 2. Bringing a happy outcome. It was a *fortunate* ending.

**foun da′tion** (foun dā′shŭn). 1. Base upon which something rests or is begun. 2. Support.

**fre′quent** (frē′kwĕnt). Happening often.

**fre quent′** (frē kwĕnt′). To visit often. The man was known to *frequent* these parts.

**fre′quent ly** (frē′kwĕnt lĭ). Often. We visit the museum *frequently.*

**friend′ship** (frĕnd′shĭp). Warm liking; being friends.

**fu′el** (fū′ĕl). Anything that can be burned for heat.

**fu′ri ous** (fū′rĭ *ŭs*). 1. Filled with fierce anger. 2. Violent; as, a *furious* attack.

**fur′nished** (fûr′nĭsht). 1. Fitted out with what is needed. My aunt *furnished* the house richly. 2. Supplied. Father *furnished* the money for the trip.

**fur′ther** (fûr′ ~~th~~ĕr). 1. Still more. 2. To help on; as, to *further* a plan.

**gen′er ous** (jĕn′ĕr *ŭs*). Willing to give freely.

**gen′ius** (jēn′y*ŭs*). 1. Very great natural power. 2. A person having great natural powers of mind.

**gen′u ine** (jĕn′ū ĭn). Real; true.

**glid′er** (glīd′ĕr). An airplane without an engine, depending on air currents for movement.

**glo′ri ous** (glō′rĭ *ŭs*). 1. Extremely bright; splendid. 2. Worthy of glory and honour; as, the *glorious* deeds of heroes.

**grad′u al ly** (grăd′ū *ăl* ĭ). Little by little.

**grate′ful** (grāt′fo͝ol). Thankful.

**grief** (grēf). Deep sorrow.

**guar′an tee′** (găr′*ăn* tē′). 1. To secure. 2. To promise to replace goods if they are not as described. We *guarantee* the watch for a year. 3. To answer for the debt of another. A friend will *guarantee* his tuition.

**gym na′si um** (jĭm nā′zĭ *ŭm*). Place fitted up for carrying on bodily exercises and athletics.



**hap′pi ness** (hăp′ĭ nĕs). Gladness.

**hence** (hĕns). 1. As a result of this; therefore. 2. From here; away. "Go *hence*!" said the prophet.

**here aft′er** (hēr ȧf′tĕr). 1. From now on. 2. Time after death.

**hes′i tate** (hĕz′*ĭ* tāt). 1. To be uncertain about whether to do a thing or not. 2. To stop a moment. The speaker appeared to *hesitate*; then hurried on.

**high′ly** (hī′lĭ). 1. In an advanced way; lifted up to a great degree. 2. Strongly; as, *highly* seasoned meat.

**hoarse** (hōrs). Sounding rough and harsh.

**hon′est ly** (ŏn′ĕst lĭ). Fairly; uprightly; in an honest manner.

**hon′es ty** (ŏn′ĕs tĭ). Truthfulness.

**ho ri′zon** (hō rī′z'n). Line where the earth seems to meet the sky.

**house′hold** (hous′hōld). Home and its affairs.

**hu′man** (hū′măn). 1. Having to do with people. 2. Like a man. The figure had a *human* shape.

**hum′ble** (hŭm′b'l). 1. Lowly. 2. Not proud; meek; as, a *humble* attitude. 3. Very simple. Enter our *humble* dwelling.

**hy′giene** (hī′jēn). Study of the means of keeping well. We should follow the rules of *hygiene.*

**i de′al** (ī dē′*ăl*). 1. Perfect. 2. Idea of perfection toward which a person aims. She is a girl with an *ideal.*

**ig′no rant** (ĭg′nō *răn*t). 1. Not knowing. 2. Not educated; as, an *ignorant* person.

**il′lus trate** (ĭl′*ŭs* trāt). 1. To show by an example. 2. To decorate with pictures; as, to *illustrate* a book.

**im me′di ate** (ĭ mē′dĭ *ĭt*). 1. At once. 2. Direct; as, an *immediate* cause.

**im me′di ate ly** (ĭ mē′dĭ ĭt lĭ). At once; directly.

**im mense′** (ĭ mĕns′). Huge; vast.

**im′mi grant** (ĭm′ĭ grănt). Person from a foreign country coming into another country to live.

**im pa′tient** (ĭm pā′shĕnt). Easily disturbed; fretful because of delay.

**im port′** (ĭm pōrt′). To bring something into a country from a foreign land.

**im′port** (ĭm′pōrt). 1. An article brought into a country from without. 2. Meaning. What was the *import* of that look?

**im por′tance** (ĭm pôr′tăns). 1. Value. 2. Weight; necessity. He had matters of *importance* to attend to.

**im pres′sion** (ĭm prĕsh′ŭn). 1. Effect produced; idea or opinion given. What *impression* did the speech make upon you? 2. Mark; stamp. We saw the *impression* of his feet on the sand.

**im prove′ment** (ĭm prōōv′mĕnt). 1. Making a better condition. 2. Something adding value; as, *improvement* on a house.

**in clud′ing** (ĭn klōōd′ĭng). 1. Taking in as a part of a whole. 2. Containing. Their land is broad, *including* rich pastures.

**in′come** (ĭn′kŭm). Money that comes in from labour, business, or investments.

**in creas′ing** (ĭn krēs′ĭng). 1. Growing. 2. Growing larger in numbers. His family was *increasing*.

**in′di cate** (ĭn′dĭ kāt). Point out; show.

**in dus′tri ous** (ĭn dŭs′trĭ ŭs). Always busy; hard-working.

**in′flu ence** (ĭn′flōō ĕns). 1. Power to affect others. 2. To change by using influence. Do not let any one *influence* you to do what you think is wrong.

**in formed′** (ĭn fôrmd′). Supplied with knowledge.

**in quire′** (ĭn kwīr′). To ask.

**in spec′tion** (ĭn spĕk′shŭn). Looking over to find errors.

**in′stance** (ĭn′stăns). 1. Occasion. 2. Case or example. Please give me an *instance* to prove that you are right.

**in′sti tute** (ĭn′stĭ tūt). 1. To begin; to set up. 2. A tea was given at the Art *Institute*.

**in struct′** (ĭn strŭkt′). 1. To teach. 2. To direct. We shall *instruct* him to take the next plane.

**in struc′tion** (ĭn strŭk′shŭn). 1. Teaching. We shall receive *instruction* from our teacher. 2. Directions; commands. What *instruction* did the officer leave?

**in′stru ment** (ĭn′stroo mĕnt). 1. Tool. 2. Means by which musical sound is produced; as, a wind *instrument*.

**in′ter fere′** (ĭn′tĕr fēr′). 1. To go against; to hinder. 2. To meddle or take part unasked in the affairs of others.

**in′tro duce′** (ĭn′trō dūs′). 1. To put in. 2. To make acquainted. 3. To present; as, to *introduce* a motion. 4. To bring into use; as, to *introduce* a fashion.

**in ven′tor** (ĭn vĕn′tĕr). Person who makes something new.

**in ves′ti gate** (ĭn vĕs′tĭ gāt). To look carefully and thoroughly into.

**in vest′ment** (ĭn vĕst′mĕnt). 1. Something that will yield profit in the future. 2. Laying out of money; as, a wise *investment*.

**ir′ri gate** (ĭr′ĭ gāt). To supply dry land with water by means of streams, canals, pipes, and so on.

**ir′ri ga′tion** (ĭr′ĭ gā′shŭn). Bringing water to dry land by means of ditches, canals, and so on.

**is′sue** (ĭsh′ū). 1. To print and circulate. 2. To come out. Water was said to *issue* from the rock. 3. To give out officially; as, to *issue* a statement.

**i′tem** (ī′tĕm). 1. An article in a group. 2. A piece of news. 3. Separate detail in an account or list. Meat and fish were *items* on the bill.

**jack′et** (jăk′ĕt). 1. A short coat. The *jacket* that goes with my suit is too tight for me. 2. Outer casing through which water is passed to keep temperature even; as, water *jacket* of an engine.

**jan′i tor** (jăn′ĭ tẽr). One who has care of buildings. Our school *janitor* keeps our classrooms clean and neat.

**jour′nal** (jûr′năl). 1. Newspaper or magazine. 2. A diary or record of events.

**judg′ment** (jŭj′mĕnt). 1. Ability to decide wisely. 2. *Law.* Giving a formal decision; as, to pronounce *judgment* on the criminal.

**jus′ti fied** (jŭs′tĭ fīd). Having reasons that prove one is right.

**jus′ti fy** (jŭs′tĭ fī). To prove one is right. See also **justified.**

**king′dom** (kĭng′dŭm). 1. Region. 2. Country under the rule of a king or queen. 3. A classification. Salt belongs to the mineral *kingdom.*

**lab′o ra to′ry** (lăb′ŏ rȧ tō′rĭ). Place where tests and experiments are made.

**laun′dry** (lôn′drĭ). 1. Place where clothes are washed and ironed. 2. Clothes sent to be washed.

**le′gal** (lē′găl). Permitted by law.

**lei′sure** (lē′zhẽr). Free; not busy; time not filled with work.

**lib′er al** (lĭb′ẽr ăl). 1. Broad in mind; not narrow. 2. Free; generous; as, *liberal* with his money. 3. As befitting a man who is free; as, a *liberal* education.

**li′cence** (lī′sĕns). 1. A paper giving the holder permission to do something. Last week I passed the test for my driver's *licence.* 2. Too great liberty. He uses too much *licence* in his actions. 3. Writer's irregularity in grammar, metre, etc.; as, poetic *licence.*

**lim′it** (lĭm′ĭt). 1. Farthest point to which a thing or person may go. 2. To set a limit. Her father means to *limit* her allowance.

**lim′it ed** (lĭm′ĭ tĕd). See **limit.**

**lit′er ar′y** (lĭt′ẽr ĕr′ĭ). Connected with the study and writing of books and literature.

**lo ca′tion** (lŏ kā′shŭn). Place where something is.

**loss** (lŏs). 1. Waste. 2. Parting with something of value. Anne was sad because of the *loss* of her dog. 3. Failure to keep; as, *loss* of one's health. 4. Defeat. The *loss* of one game did not discourage us.

**lunch′eon** (lŭn′chŭn). 1. Light meal in the middle of the day. 2. Any light meal between the three regular meals.

**ma chin′er y** (mȧ shēn′ẽr ĭ). 1. Machines. 2. Parts of machines. *Machinery* must be kept free from grit.

**mag′a zine′** (măg′ȧ zēn′). 1. A publication which comes out weekly or monthly. 2. Place where powder, guns, and so on are stored. 3. Chamber for cartridges in a gun or rifle.

**mag′ic** (măj′ĭk). 1. Something startling which appears to be produced by unseen means. 2. Making things happen in secret ways. As

if by *magic*, a rabbit jumped from the hat.

**main tain'** (mān tān'). 1. To keep up. 2. To hold strongly; as, to *maintain* an opinion. 3. To support. He earns enough to *maintain* his family.

**ma jor'i ty** (mȧ jŏr'ĭ tĭ). A greater number.

**man'age ment** (măn'ĭj mĕnt). 1. Ability to direct skilfully. 2. Head of a business. The *management* put in new heating.

**mean'time'** (mēn'tīm'). Time between.

**med'i cal** (mĕd'ĭ kăl). Having to do with healing disease.

**men'tal** (mĕn'tăl). Of the mind.

**mere** (mēr). Only this and nothing else.

**midst** (mĭdst). 1. The middle of. 2. **In the midst of.** Surrounded by.

**mild** (mīld). 1. Gentle; moderate. 2. Warm; not severe; as, *mild* weather. 3. Soft, sweet; not sharp; as, *mild* cheese.

**mir'ror** (mĭr'ẽr). A looking glass, or any surface which reflects an image. The pool was a *mirror* for the trees and sky above it.

**mis'sion ar'y** (mĭsh'ŭn ĕr'ĭ). One who teaches religion to people in foreign lands. Our minister has gone as a *missionary* to Africa.

**mis spell'** (mĭs spĕl'). To spell wrongly.

**mod'er ate** (mŏd'ẽr ĭt). Not too little, not too much.

**mod'er ate** (mŏd'ẽr āt). To become milder. The weather usually *moderates* toward noon.

**mod'est** (mŏd'ĕst). 1. Not having too high an opinion of oneself. 2. Shy; proper; as, a *modest* girl. 3. Not great; as, a *modest* income.

**mois'ture** (mois'tūr). Wetness.

**mon'o plane** (mŏn'ŏ plān). An airplane with a single set of wings.

**mos qui'to** (mŭs kē'tō). Small thin insect whose bite causes itching.

**mus'cles** (mŭs''lz). The parts of the body which produce motion. The *muscles* of my arm are lame.

**mu'si cal** (mū'zĭ kăl). 1. Of or relating to music. 2. Liking and understanding music. Helen was very *musical*. 3. Pleasant sounding. She has a *musical* voice.

**mu si'cian** (mū zĭsh'ăn). A person who sings, plays, or writes music.

**mys'ter y** (mĭs'tẽr ĭ). Something not explained or understood.

**nat'u ral ly** (năt'ū răl ĭ). 1. Of course. 2. By nature. The girl was *naturally* kind-hearted.

**ne ces'si ty** (nẽ sĕs'ĭ tĭ). Need. Something one cannot get on without.

**nerv'ous** (nûr'vŭs). Easily excited or upset.

**nev'er the less'** (nĕv'ẽr ~~th~~ẽ lĕs'). Yet; however; in spite of that.

**no'ble** (nō'b'l). 1. Great in heart and mind. Lincoln had a *noble* character. 2. One high in rank, birth, or title.

**non'sense** (nŏn'sĕns). Foolish ways of talking or acting.

**nor'mal** (nôr'măl). 1. Usual; natural. 2. Of medium brightness; as, a *normal* child.

**no'tion** (nō'shŭn). 1. Belief. 2. General idea. I had no *notion* of his plans.

**nu'mer ous** (nū'mẽr ŭs). Very many.

**o be'di ent** (ō bē'dĭ ĕnt). 1. Willing to follow. 2. Doing what one is told; as, an *obedient* child.

**ob jec'tion** (ŏb jĕk'shŭn). Talking or acting against something.

**o bliged'** (ō blījd'). 1. Forced. 2. Helped out; as, *obliged* a friend.

**ob serve'** (ŏb zûrv'). 1. To practise. 2. To watch; to notice. 3. To celebrate a special occasion.

**oc ca′sion** (ŏ kā′zhŭn). 1 Time of happening; occurrence. 2. Event; as, a great *occasion*. 3. Cause. We do not know what would *occasion* a mistake of that kind.

**oc′cu pa′tion** (ok′ū pā′shŭn). 1. Business. 2. Living in or owning. Our new house will be ready for *occupation* in January.

**oc′cu pied** (ŏk′ū pīd). 1. Lived in. 2. Filled; as, *occupied* one's time.

**oc cur′** (ŏ kûr′). 1. To take place. At what time did the accident *occur*? 2. To come into mind. An idea will no doubt *occur* to me. 3. Are found; appear. Many wild flowers of unusual kinds and colours *occur* in this region.

**oc curred′** (ŏ kûrd′). See **occur.**

**of fi′cial** (ŏ fĭsh′ăl). 1. Approved by someone in power. 2. Having to do with an office; as, *official* dress. 3. Person who holds a public position; as, government *official*.

**op′er a** (ŏp′ĕr *ȧ*). 1. Art of musical drama. 2. Play in which actors sing their parts.

**op′er ate** (ŏp′ĕr āt). 1. To manage; to conduct. 2. To start or run; as, to *operate* a car. 3. The doctor decided to *operate* at once.

**op′er at′ed** (ŏp′ĕr āt′ĕd). Managed. See also **operate.**

**op′er a′tion** (ŏp′ĕr ā′shŭn). 1. Way in which something works. 2. *Arithmetic.* Addition, subtraction, division, and other work with figures. 3. Means by which doctors restore health to the human body, usually by cutting and use of instruments.

**op′por tu′ni ty** (ŏp′ŏr tū′nĭ tĭ). Chance.

**op pose′** (ŏ pōz′). 1. To fight against; to resist. 2. To raise ideas against. I don't understand why you *oppose* my plan for raising money.

**op′po si′tion** (ŏp′ŏ zĭsh′ŭn). Fighting or feeling against something. There was great *opposition* to the plan.

**or′ches tra** (ôr′kĕs trȧ). 1. Group playing as a form of musical art. 2. A group of players on various musical instruments. 3. A front part of the main floor in a theatre.

**or′di nar′y** (ôr′dĭ nĕr′ĭ). 1. Common. 2. Usual; as, the *ordinary* fee. 3. Not very good; as, an *ordinary* quality of goods.

**or′gan ize** (ôr′găn īz). 1. To gather separate things or people into a working order. 2. To arrange in special order; as, to *organize* one's notes.

**or′gan ized** (ôr′găn īzd). Arranged in order. See also **organize.**

**o rig′i nal** (ŏ rĭj′ĭ năl). 1. Able to think up new things. 2. Earliest; first; as, *original* cause of something. 3. New; as, *original* idea.

**oth′er wise′** (ŭth′ĕr wīz′). 1. If that were not so. 2. Differently. 3. In other ways. *Otherwise*, she is very pretty.

**oys′ter** (ois′tĕr). Soft gray shellfish, with shell in two parts.

**pam′phlet** (păm′flĕt). Small paper book.

**par′a chute** (păr′*ȧ* shōōt). A sort of umbrella used to descend safely from an airplane.

**par tic′u lar** (pĕr tĭk′ū lĕr). 1. Special; as apart from others. 2. Individual; separate from the rest. 3. Careful about details. 4. Wanting things just right; as, *particular* about one's food.

**part′ners** (pärt′nĕrz). 1. Members of a firm. Mr. Smith and Mr. Taylor have been *partners* in their company for a long time. 2. Two people who dance or play together. All the boys chose *partners* for a grand march.

**pat′ent** (păt′ĕnt). 1. Paper from the government allowing the holder the sole right to make or sell something he has invented. 2. To apply for and receive such a paper from the government; as, to *patent* an invention.

**pe cul′iar** (pē kūl′yĕr). Odd; queer.

**per cent** (pĕr sĕnt). 1. Amount or number measured by hundreds. 2. An interest of six *per cent* means six cents out of every dollar.

**per′fect ly** (pûr′fĕkt lĭ). 1. Without error or fault; in an exact manner. 2. Completely; wholly. The apple is *perfectly* sound.

**per formed′** (pĕr fôrmd′). 1. Did. 2. Carried out; as, *performed* a duty. 3. Did an act requiring special skill; acted on the stage, played or sang.

**per mit′ted** (pĕr mĭt′ĕd). Allowed to happen. The teacher *permitted* us to talk in low voices.

**per′son al** (pûr′sŭn ăl). 1. Of oneself and no one else; as, *personal* affairs. 2. Belonging to the body or mind; as, one's *personal* appearance. 3. Referring to a person in a slighting way; as, *personal* remarks. 4. *Grammar.* *She* is a *personal* pronoun.

**per′son al ly** (pûr′sŭn ăl ĭ). 1. By oneself; not helped by others. 2. In person. I shall call on him *personally.*

**pho′to graph** (fō′tō gråf). Picture made with a camera; a likeness.

**phys′i cal** (fĭz′ĭ kăl). Of the body.

**pierce** (pērs). To make a hole in; to prick.

**pol′i cy** (pŏl′ĭ sĭ). 1. Plan; course of action. 2. Written agreement with an insurance company.

**pop′u lar** (pŏp′ū lĕr). 1. Pleasing to many people. 2. Of and for the common people; as, *popular* vote. 3. Easy for average person to understand; common; as, *popular* music.

**por′tion** (pōr′shŭn). 1. Part. 2. Share. The father gave him his *portion* of the money.

**pos′i tive** (pŏz′ĭ tĭv). 1. Firm; definite. 2. Sure. I am *positive* that I saw a light in the distance. 3. When glass is rubbed with silk, *positive* electricity is formed.

**post pone′** (pōst pōn′). To put off until a later time.

**poul′try** (pōl′trĭ). Domestic birds, such as chickens and ducks.

**pov′er ty** (pŏv′ĕr tĭ). 1. State of being poor and needy; wanting the comforts of life. 2. Lack of something needful. The *poverty* of the soil made crops poor. 3. Not enough of something; as, *poverty* of brains.

**prac′ti cal** (prăk′tĭ kăl). 1. Fitted for service. 2. Inclined to do things rather than merely think about them; as, a *practical* man. 3. Useful.

**prac′ti cal ly** (prăk′tĭ kăl ĭ). 1. Almost wholly. 2. In actual practice. That vase may be used *practically* as well as for an ornament.

**prai′rie** (prâr′ĭ). Level or rolling grassland without trees. Many cattle roam wild on our western *prairie.*

**preach′er** (prēch′ĕr). One who preaches; a minister. The *preacher* of our church delivered a very fine sermon this morning.

**pre ferred′** (prē fûrd′). Liked better than; chosen instead of.

**prep′a ra′tion** (prĕp′ȧ rā′shŭn). 1. The act of making ready. 2. Special food, medicine, or mixture; as, a druggist's *preparation.*

**pre pared′** (prē pârd′). 1. Made ready. 2. Made something. Grace *prepared* a fine meal.

**pres'ence** (prĕz'ĕns). 1. Being in a certain place. 2. Nearness.

**pre serve'** (prē zûrv'). 1. To can, pickle, or similarly prepare foods for future use. 2. To shield; to keep safe. 3. To keep as it is; as, to *preserve* a memory. 4. Place where fish or game are kept.

**pri'vate** (prī'vĭt). 1. Not public; holding no public office. 2. Of a single person; as, *private* affairs. 3. Secret. 4. Common soldier.

**priv'i lege** (prĭv'ĭ lĭj). Right granted as especial favour.

**prob'a ble** (prŏb'ȧ b'l). Likely to be true.

**pro ceed'** (prō sēd'). 1. To go on. 2. To move forward; to advance.

**proc'ess** (prŏs'ĕs). 1. Actions involved in producing a result. The *process* of getting the child dressed took forever. 2. Advance; moving forward. In *process* of time, we shall get used to it.

**pro duc'tion** (prō dŭk'shŭn). 1. The getting out of products; manufacturing. 2. A work of art, as a play, book, picture, and so on. The *production* made money for the producer.

**pro fes'sor** (prō fĕs'ẽr). A teacher in a college or advanced school.

**prof'it a ble** (prŏf'ĭt ȧ b'l). Bringing in gain or profit.

**pro mo'tion** (prō mō'shŭn). 1. Advance in business. 2. Advance in grade.

**prompt** (prŏmpt). Quick; done at once; on time.

**prompt'ly** (prŏmpt'lĭ). See **prompt.**

**pro pel'ler** (prō pĕl'ẽr). A revolving hub with blades, used for starting and moving boats and airplanes.

**prop'er ly** (prŏp'ẽr lĭ). Correctly; suitably.

**prop'er ty** (prŏp'ẽr tĭ). Wealth; things owned, as land, houses, goods.

**pro pose'** (prō pōz'). 1. To intend. 2. To suggest; as, to *propose* a trip. 3. To make an offer of marriage.

**pros'pect** (prŏs'pĕkt). 1. Act of looking forward; outlook for the future. 2. To search for; as, to *prospect* for gold.

**pros'per ous** (prŏs'pẽr ŭs). Having success; thriving.

**pro'test** (prō'tĕst). Objection; complaint.

**pro test'** (prō tĕst'). 1. To declare firmly. I *protest* that I am innocent. 2. To make a formal objection against.

**pro vid'ed** (prō vīd'ĕd). 1. Gave to; allowed. 2. On condition that. I shall buy the farm, *provided* you agree.

**pro vi'sion** (prō vĭzh'ŭn). 1. Providing for; supplying; furnishing. 2. Condition. There is one *provision* to the sale. **Provisions.** Stock; supply. We have *provisions* to last over Sunday.

**pub'li ca'tion** (pŭb'lĭ kā'shŭn). 1. Any book, magazine, or newspaper offered for sale. 2. Making something known. That news is not for *publication.*

**pub'lish** (pŭb'lĭsh). 1. To print for sale or to give out. 2. To make known; as, to *publish* a fact.

**pun'ish ment** (pŭn'ĭsh mĕnt). Something a person suffers for doing wrong.

**pur'chased** (pûr'chĭsd). Bought.

**pur sue'** (pẽr sū'). 1. To follow; to carry out; as, to *pursue* a course. 2. To chase. The soldiers will *pursue* the enemy until they overtake them.

**qual'i ty** (kwŏl'ĭ tĭ). 1. Kind; grade. 2. Trait; as, the *quality* of kindness. 3. Excellence; as, *quality* of wool.

**quan′ti ties** (kwŏn′tĭ tĭz). 1. Amounts. 2. Great numbers; as, *quantities* of berries.

**quan′ti ty** (kwŏn′tĭ tĭ). Amount of. See also **quantities.**

**quo ta′tion** (kwō tā′shŭn). Something repeated word for word from a book or from a conversation.

**quote** (kwōt). 1. To name the price of. 2. To repeat word for word.

**read′i ly** (rĕd′ĭ lĭ). 1. Cheerfully; with no objection. 2. Quickly.

**re′al ize** (rē′ăl īz). 1. To gain; to obtain. 2. To understand. The boys *realize* how dangerous it is to play ball in the street. 3. To turn property into money. He will *realize* a good sum on the house.

**rea′son a ble** (rē′z'n *ȧ* b'l). 1. Sensible. 2. Fair; just; as, a *reasonable* solution. 3. Not too much; as, a *reasonable* price.

**reb′els** (rĕb′ĕlz). Persons who fight against authority. All the *rebels* were taken to prison.

**re bels′** (rē bĕlz′). Fights against law or authority. The leader of the strike is telling why he *rebels* against the management.

**re call′** (rē kôl′). 1. To remember. 2. To call back; as, to *recall* a messenger.

**re′cent** (rē′sĕnt). In time just past.

**rec′og nize** (rĕk′ŏg nīz). 1. To admit. 2. To know again. 3. To perceive; as, to *recognize* talent. 4. To own as true; as, *recognize* a claim. 5. To allow to be heard. The chairman should *recognize* the speaker.

**re duce′** (rē dūs′). 1. To make smaller or less. 2. *Arithmetic.* Can you *reduce* the fraction to its lowest terms?

**re duc′tion** (rē dŭk′shŭn). Did he make you any *reduction* in price?

**re fer′** (rē fûr′). 1. To draw attention to. In speaking of birds of prey, I *refer* to the eagle. 2. To direct someone to look for information. I must *refer* you to the dictionary.

**re ferred′** (rē fûrd′). See **refer.**

**re fused′** (rē fūzd′). 1. Would not do something. 2. Declined. He *refused* the cake.

**reg′is ter** (rĕj′ĭs tẽr). 1. To enter one's name in a list. 2. To show; as, to *register* fear. 3. To record in a post office; as, to *register* a letter. 4. Opening for letting heat into a room.

**reg′u lar ly** (rĕg′ū lẽr lĭ). 1. Over and over in the same way. 2. Usually. 3. Evenly, as to size and spacing. He placed the trees *regularly* along the walk.

**reg′u late** (rĕg′ū lāt). 1. To control; to govern. 2. To fix so as to run well; as, to *regulate* a clock.

**re lease′** (rē lēs′). 1. To let out. 2. To set free; as, to *release* prisoners.

**re li′a ble** (rē lī′*ȧ* b'l). Fit to be trusted or depended upon.

**re lieve′** (rē lēv′). 1. To reduce; to make less. 2. To free. May I *relieve* you of your bag? 3. To take another's place; as, to *relieve* a guard.

**re li′gious** (rē lĭj′ŭs). Pious; devout. Most *religious* persons do a great deal of good for other people.

**re main′ing** (rē man′ĭng). 1. Left behind or over. The dog ate the *remaining* chops. 2. Staying. The two girls were *remaining* at home. 3. Being unchanged. *Remaining* calm, the girl aimed the gun.

**re mark′a ble** (rē mär′k*ȧ* b'l). Unusual, worthy of being noticed.

**rem′e dy** (rĕm′ē dĭ). 1. Means of curing. 2. To make better; as, to *remedy* a loss.

**ren′der** (rĕn′dẽr). 1. To give. 2. To melt in order to clear; as, to

*render* lard. 3. To deliver; as, to *render* an account. 4. To furnish; as, to *render* aid.

**re new′** (rē nū′). 1. To repeat; to begin again. 2. To continue for a new period; as, to *renew* a subscription. 3. To make new; to replace.

**re place′** (rē plās′). 1. To put back. 2. To fill the place of; as, to *replace* a lost article.

**re plied′** (rē plīd′). Answered a question orally or by letter. He *replied* to my letter at once.

**re ply′ing** (rē plī′ĭng). Answering. See also **replied.**

**rep′re sent′** (rĕp′rē zĕnt′). 1. To stand for. 2. To show a likeness of. This scene is supposed to *represent* the gold rush. 3. To act or speak for. The members *represent* their respective constituencies.

**rep′u ta′tion** (rĕp′ū tā′shŭn). 1. Good name; one's place in public esteem. 2. What others think about a person. She has a fine *reputation.*

**re quired′** (rē kwīrd′). 1. Needed. 2. Ordered; commanded. We were *required* to be at home before dark.

**re quire′ment** (rē kwīr′mĕnt). Need; necessity.

**re sem′ble** (rē zĕm′b'l). To look or be like. The twins *resemble* their father.

**re sponse′** (rē spŏns′). 1. Acting as though affected by something. 2. Answer. He made a favourable *response* to my request.

**re spon′si ble** (rē spŏn′sĭ b'l). 1. Held as reason for. 2. Worthy of trust; as, a *responsible* person.

**re′tail** (rē′tāl). Selling in small amounts.

**re tain′** (rē tān′). 1. To keep. 2. To hold in mind; as, to *retain* an idea.

**re treat′** (rē trēt′). 1. Safe place of rest or refuge. 2. To go back. The army made a hasty *retreat.*



**ru′ral** (rŏŏr′ăl). Of the country.

**sac′ri fice** (săk′rĭ fīs). 1. Giving up one thing for another. 2. Loss; as, to sell at a *sacrifice.*

**sac′ri fice** (săk′rĭ fīz). 1. To give up; as, to *sacrifice* one's time. 2. To make an offering; as, to *sacrifice* a lamb.

**sal′mon** (săm′ŭn). 1. Large fish with pinkish flesh. 2. A yellowish-pink colour.

**san′i tar′y** (săn′ĭ tĕr′ĭ). 1. Pure; free from germs. 2. Favourable to health.

**sat′is fac′tion** (săt′ĭs făk′shŭn). Feeling of contentment; pleasure.

**sat′is fac′to ry** (săt′ĭs făk′tō rĭ). Filling a need or hope; pleasing.

**scale** (skāl). 1. A series of steps ranging from smaller to larger. 2. To climb; as, to *scale* a wall. 3. *Music.* Series of notes going up or down in pitch. 4. Small, flat, hard piece of skin on the outside of a fish or snake. 5. One of the two dishes of a balance.

**scarce** (skârs). 1. Not plentiful. 2. Hard to get. Fruit is *scarce.*

**scarce′ly** (skârs′lĭ). 1. Hardly. 2. Very nearly not; as, *scarcely* breathed.

**sched′ule** (skĕd′ūl). 1. Plan for work or study. It is a good idea to keep to a regular *schedule.* 2. Timetable for trains. The train arrived according to *schedule.*

**scheme** (skēm). 1. Plan or idea for a project. 2. To plan or plot.

**sec′re tar′y** (sĕk′rē tĕr′ĭ). 1. A person who attends to letters and records in a business house. My uncle has a private *secretary.* 2. A writing desk which has a place in the top for books.

**se cure′** (sē kūr′). 1. Safe. 2. To get. He must *secure* a new outfit. 3. To fasten; as, to *secure* a latch.

**seize** (sēz). 1. To grasp. He tried to *seize* the dog's collar to keep him from running away. 2. To take possession of; as, to *seize* a fort.

**se lect'ed** (sẽ lĕkt'ĕd). 1. Chose. 2. Chosen after considerable thought. The picture *selected* was painted by a young artist.

**se lec'tion** (sẽ lĕk'shŭn). 1. Choice. Their *selection* of pictures for the classroom suited everyone. 2. Piece of music, poem, story, and so on He played a *selection* by Bach.

**sen'iors** (sēn'yẽrz). 1. The *seniors* will graduate tomorrow. 2. Older; as, *seniors* in age.

**sen'si ble** (sĕn'sĭ b'l). 1. Wise; having good sense. 2. Aware. I am *sensible* of your goodness.

**se'ri ous ly** (sēr'ĭ ŭs lĭ). 1. Badly; dangerously. 2. Gravely; thoughtfully. The girl looked *seriously* at me. 3. Not joking. *Seriously*, I believe we should be more careful.

**se vere'** (sẽ vēr'). 1. Extreme; hard to endure. 2. Grave; serious; as, a *severe* manner. 3. Harsh; strict. Her parents were *severe* with her.

**ship'ment** (shĭp'mĕnt). Transportation of goods; also the goods shipped.

**ship'ping** (shĭp'ĭng). 1. Sending from one place to another by train, boat, truck, and so on. 2. Ships gathered in a single place; as, the *shipping* in a harbour.

**shop'ping** (shŏp'ĭng). Visiting stores to look at or buy goods. My sister likes to go *shopping* for clothes.

**short'age** (shôr'tĭj). A lack in amount; insufficient supply.

**sim'i lar** (sĭm'ĭ lẽr). Like; alike.

**sin cere'** (sĭn sēr'). 1. Real; genuine. 2. Honest.

**sit'u a'tion** (sĭt'ū ā'shŭn). 1. State; condition. 2. Position. The *situation* was unpleasant. 3. Job. My sister likes her new *situation*.

**sketch** (skĕch). 1. A rough drawing. He drew a *sketch* to show us how the ship was built. 2. Short piece of writing, story or play. 3. To draw roughly. I like to watch an artist *sketch* the outline for a painting.

**skilled** (skĭld). Having training and ability.

**skil'ful** (skĭl'fo͝ol). Expert; displaying great ability.

**so ci'e ty** (sŏ sī'ĕ tĭ). 1. Companionship; association with. I enjoy the *society* of musicians. 2. We belong to a debating *society*. 3. People in general; as, changing *society*. 4. Any part of a community with particular standards of behaviour; as, fashionable *society*.

**sole** (sōl). 1. Only. 2. Under part of the foot. 3. Under part of a shoe. I need a new *sole* on my boot. 4. To fit with a new under part. Can you *sole* this for me by Monday?

**solve** (sŏlv). To clear up; to find the answer to.

**some'what'** (sŭm'hwŏt'). A little; slightly.

**soul** (sōl). 1. Person; human being. 2. The spiritual part of a person, which thinks, feels, and controls the body. I'm with you, body and *soul*. 3. Spirit. My grandmother was the *soul* of kindness.

**spo'ken** (spō'kĕn). Said aloud.

**stom'ach** (stŭm'ăk). 1. Organ of the body which receives and digests food.

**stor'age** (stōr'ĭj). Safekeeping in a special place.

**strict'ly** (strĭkt'lĭ). 1. Carefully; closely; severely. 2. Exactly. That statement is *strictly* true.

**strug'gle** (strŭg''l). 1. Great effort. 2. Fight against odds. It was a *struggle* to win the game.

**stu′pid** (stū′pĭd). 1. Dull in mind. 2. In a deadened state.

**sub′ma rine′** (sŭb′mȧ rēn′). Underwater boat.

**sub′ma rine′** (sŭb′mȧ rēn′). Under the surface of the water; as, *submarine* plants.

**sub mit′** (sŭb mĭt′). 1. To give in to power; to yield. I refuse to *submit* to all his commands. 2. To refer to another's judgment. *Submit* your question to an authority.

**sub mit′ted** (sŭb mĭt′ĕd). See **submit.**

**suc ceed′ed** (sŭk sēd′ĕd). 1. Obtained good results in doing something. 2. Followed. Dinner *succeeded* the speeches. 3. Brought the desired result. The plot *succeeded.*

**sug gest′ed** (sŭ jĕst′ĕd). Proposed; brought an idea to someone's mind.

**suit′a ble** (sūt′ȧ b'l). 1. Fitted for a special need. 2. Proper.

**su′per in tend′ent** (sū′pĕr ĭn tĕn′dĕnt). A person who directs or oversees.

**sup plied′** (sŭ plīd′). 1. Provided with. We are *supplied* with enough pencils to last a year. 2. Filled a need. Turnips *supplied* food for the cows. 3. Filled in. George *supplied* the missing word.

**sup plies′** (sŭ plīz′). Stores of goods; quantities of something.

**sur′geon** (sûr′jŭn). Doctor who performs operations.

**sus pect′** (sŭs pĕkt′). 1. To believe to be so; to think likely. 2. To believe guilty; to distrust. He always seems to *suspect* me.

**sym′pa thy** (sĭm′pȧ thĭ). 1. Pity. 2. Sharing another's trouble or sadness.

**tal′ent** (tăl′ĕnt). Gift of doing some special thing well.

**tel′e gram** (tĕl′ē grăm). Message sent in code over electric wire.



**tel′e graph** (tĕl′ē grȧf). 1. Instrument for sending messages in code electrically. 2. To send a telegram.

**tempt** (tĕmpt). 1. To attract; to lure. 2. To lead someone to do wrong. He tried to *tempt* me to run away.

**term** (tûrm). Part of a school year.

**ter′ri to′ry** (tĕr′ĭ tō′rĭ). 1. Part of Canada not yet admitted as a province. 2. An extent of land. Ranches occupy immense *territory.*

**thor′ough** (thûr′ŏ). 1. Painstaking; careful. 2. Complete; nothing left out.

**threat** (thrĕt). 1. Cause of harm coming to something. 2. Vow to do something to harm or injure a person. The *threat* of the gangster was to get his man.

**threat′ened** (thrĕt′″nd). 1. Promised to harm. 2. Gave warning of evil to come. It *threatened* to be a tornado.

**through out′** (thro͞o out′). 1. All through. 2. In every part.

**to bog′gan** (tŏ bŏg′ăn). A long narrow sled without runners, curved up in front. We had a lot of fun with our *toboggan* last winter.

**trans ferred′** (trănz fûrd′). 1. Carried from one place to another. 2. Passed from one person to another. He *transferred* the title to his son.

**treat′ment** (trēt′mĕnt). 1. Care by a doctor. 2. Way of handling an idea; as, *treatment* of a subject. 3. Way of acting toward another. He deserved better *treatment.*

**trimmed** (trĭmd). 1. Adorned. Mother had her hat *trimmed* with flowers. 2. Clipped away dead parts; as, *trimmed* the plants. 3. Made smooth and neat. The barber *trimmed* my hair.

**trol′ley** (trŏl′ĭ). Overhead pulley that moves against an electric wire to run a streetcar.

**type′writ′er** (tīp′rīt′ẽr). I wrote a neat letter on my *typewriter*.

**u′ni ver′si ty** (ū′nĭ vûr′sĭ tĭ). Place where highest branches of learning are taught, as medicine, business, law, etc. My brother graduated from a large *university* last June.

**un pleas′ant** (ŭn plĕz′ănt). Not pleasing.

**un u′su al** (ŭn ū′zhōō ăl). Not common; rare.

**ur′ban** (ûr′băn). Having to do with a city.

**urge** (ûrj). 1. To beg earnestly. 2. To drive; to force. They *urge* the cattle homeward.

**ur′gent** (ûr′jĕnt). Pressing; calling for instant attention.

**va ri′e ty** (vȧ rī′ĕ tĭ). 1. Of different kinds. 2. A special sort. We grew a pansy of unusual *variety* in our garden last spring.

**var′i ous** (vâr′ĭ ŭs). 1. Several; different; as, *various* sorts. 2. Changeable; not always the same. His ideas on the subject were many and *various*.

**var′y** (vâr′ĭ). 1. To change. 2. To differ. The two lots *vary* greatly.

**vast** (vȧst). Very broad and large.

**ven′ture** (vĕn′tūr). 1. A bold, risky undertaking. 2. To dare; as, to *venture* to fly.

**verse** (vûrs). 1. One line of poetry. We sang the first *verse* of "The Maple Leaf Forever." 2. Poetry in general. Most people enjoy a good book of verse. 3. Short part of a chapter in the Bible. He repeated a *verse* of Scripture.

**vi′o lin′** (vī′ō lĭn′). A musical instrument. The boy lifted his bow and played a waltz on his *violin*.

**vir′tue** (vûr′tū). Uprightness; a good moral quality. Honesty is a *virtue* I admire.

**vis′i ble** (vĭz′ĭ b'l). Able to be seen.

**vi′sion** (vĭzh′ŭn). 1. Seeing with the imagination; foresight. 2. Power of seeing. 3. Something seen in a dream or trance. The prophet had a *vision*.

**vi′ta min** (vī′tȧ mĭn). Substance found in food and necessary for health and growth.

**vol′ume** (vŏl′ûm). 1. Amount; bulk. 2. Space measured by cubic inches and feet; as, *volume* of a jar. 3. *Music.* Depth and fullness. 4. A book.

**wag′es** (wāj′ĕz). Payment for work.

**wealth** (wĕlth). 1. Riches. 2. Large amount. There is a *wealth* of talent in our school.

**weap′on** (wĕp′ŭn). 1. Means by which one fights something. 2. Instrument of fighting, as gun, sword, and so on.

**wed′ding** (wĕd′ĭng). The marriage ceremony. My sister had her *wedding* in the church.

**whole′sale′** (hōl′sāl′). Having to do with the selling of goods in large amounts, usually to merchants who will sell the goods at retail; as, a *wholesale* grocer.

**whole′some** (hōl′sŭm). 1. Good for the health. 2. Sane; normal; as, *wholesome* surroundings.

**wis′dom** (wĭz′dŭm). Knowledge and good judgment.

**wrapped** (răpt). Covered; enclosed. The baby was *wrapped* in wool.

**youth** (yo͞oth). 1. Young man. 2. Young people. The *youth* of our land is enthusiastic. 3. Time between childhood and manhood or womanhood.

# Rules to Help You to Spell

Here is a summary of the rules you have learned in *My Spelling*.

## *1. Plurals*

These rules will help you to spell plural words:

1. Most words add **s** to the root forms without any change. Examples: **barn, barns; garden, gardens.**

2. Words ending in **sh, ch, ss, x,** and **z** usually add **es** to form the plural. Examples: **bush, bushes; church, churches; kiss, kisses; box, boxes; buzz, buzzes.**

3. Words ending in a consonant and **y** change the **y** to **i** and add **es.** Examples: **party, parties; fly, flies.**

4. Some words ending in **f** change the **f** to **v** and add **es.** Examples: **calf, calves; thief, thieves.**

5. Some singular words have different words for their plural forms. Examples: **man, men; mouse, mice; goose, geese.**

## *2. Possessives*

These rules will help you to write possessives to show ownership:

1. Singular nouns form the possessive by adding an apostrophe and **s.** Example: **pilot's record.**

2. Plural nouns which end in **s** add only an apostrophe to form the possessive. Example: **aviators' uniforms.**

3. Plural nouns which do not end in **s** add the apostrophe and **s** to form the possessive. Example: **men's club.**

## *3. Contractions*

A word or phrase which has been shortened by leaving out some of the letters is called a *contraction.* An apostrophe is used to show that the letters have been omitted. Examples: **won't (will not), o'clock (of the clock).**

## *4. Capitals*

Some rules to help you to capitalize words correctly:

1. The beginning of a sentence is always capitalized. Example: **The** day was bright and sunny.

2. The names of the holidays are capitalized. Examples: **Christmas, Valentine's Day.**

3. The names of the months of the year and the days of the week are capitalized. Examples: **January, Monday.**

4. The names of countries are capitalized. Examples: **United States, Great Britain.**

5. When you write the name of a particular avenue or street, capitalize the words **avenue** and **street.** Examples: **Fifth Avenue, Oak Street.**

6. The abbreviations **Mr.** and **Mrs.** are always capitalized and followed by a period. Examples: **Mr. Callahan, Mrs. Perry.**

7. The names of the deity are capitalized. Examples: **God, Saviour.**

8. The word **liberal** is capitalized when it refers to the Liberal party. Example: The **Liberal** party lost the election.

9. When words like **senator** and **major** are used as titles with a person's name, they are capitalized. Example: **Major** Watts distinguished himself in action.

10. We capitalize the words **parliament, buildings, senate, supreme,** and **court** when referring to the Parliament Buildings in Ottawa, the Canadian Senate, and the Supreme Court of Canada.

## 5. *Letters and Syllables*

The *vowels* are **a, e, i, o, u,** and sometimes **y** and **w.** The other letters are *consonants.*

Two vowels written together often have the sound of a single vowel. Examples: In **brain** the **ai** has the sound of **ā.** In **eagle** the **ea** has the sound of **ē,** but in **bread** it has the sound of **ĕ.**

This rule will help you with the hard **ei** and **ie** words: **I** comes before **e** except after **c** or when sounded like **a,** as in **neighbour** and **weigh.**

A *syllable* is a word or part of a word which has one vowel sound and is spoken as a unit. Examples: **boy** is a one-syllable word; **chil dren** is a two-syllable word; **or na ment** is a three-syllable word.

In every word of two or more syllables one syllable is given more emphasis than the other. This extra emphasis is called

*accent*, and is shown in the dictionary by an *accent mark* (′). Example: In **meet′ ing** the first syllable is accented.

Most words have only one accented syllable, but some have more than one. Example: **in′ for ma′ tion**. The accent which is the heavier is called the *primary accent*. The other accent is called the *secondary accent*.

In your dictionary each word is respelled according to its pronunciation. The vowels are marked according to their sounds, and the accented syllables are shown. The marks for the vowel sounds are called *diacritical marks*. Example: **photograph (fō′tȯ gråf)**.

The two words at the top of each dictionary page are called *guide words*. The guide words are the first and last words defined on the page. They help you to locate the words on that particular page.

## 6. *Suffixes and Prefixes*

A letter or a syllable added to a word to form a new word is called a *suffix*. Some suffixes are **s**, **es**, **ed**, **ing**, **er**, **est**, **ly**, **ful**, **able**, **ible**, **ment**, **ive**, **ance**, **ence**, **ion**, **tion**, **ition**, **ation**, **sion**, **ous**, **ious**, **less**, and **al**. Sometimes a word will have two suffixes. Example: **respectfully**.

These rules will help you to add the suffixes **ed** and **ing** to root words.

1. Many words are formed by adding **ed** and **ing** without any change. Examples: **furnish**, **furnished**, **furnishing**.

2. Words ending in silent **e** drop the **e** before adding **ed** and **ing**. Examples: **move**, **moved**, **moving**.

3. Words ending in a consonant and **y** change the **y** to **i** before adding **ed**, but do not make any change before adding **ing**. Examples: **deny, denied, denying.**

4. Words ending in a vowel and **y** add **ed** and **ing** without making any other change. Examples: **delay**, **delayed**, **delaying.**

These rules will help you to add the suffix **ly**:

1. Words ending in a consonant and **y** change the **y** to **i** before adding **ly**. Example: **easy**, **easily**.

2. Words ending in **ble** usually drop the **le** and add **ly**. Example: **possible, possibly.**

3. Most other words add the **ly** without making any other change. Example: **clear, clearly.**

This rule will help you to add the suffix **ment:**

Most words ending in silent **e** keep the **e** before adding **ment.** Example: **achievement.** There are a few important exceptions in which the **e** is dropped. Examples: **acknowledgment, judgment.**

These general rules will help you, too:

1. Words ending in final **e** usually drop the **e** before adding a suffix beginning with a vowel. Examples: **cease, ceasing.**

2. Words ending in a consonant and **y** do not change the **y** to **i** before adding suffixes beginning with **i.** Example: **specify, specifying.**

3. Words of one syllable ending in a single consonant preceded by a single vowel double the final consonant before adding suffixes which begin with a vowel. Examples: **ship, shipped, shipping.**

4. Words of two or more syllables which are accented on the last syllable and which end in a single consonant preceded by a single vowel double the final consonant before adding a suffix beginning with a vowel. Examples: **refer, referred, referring.**

A syllable placed before a word to change its meaning is called a *prefix.* Some prefixes are **im, un, in, co, dis, inter.**

## 7. *Special Words*

*Compound words* are made by writing two small words together to make one larger word. Examples: **newspaper, somebody.**

A *root word* is the root, or beginning word, from which another word is made. **Play** is the root word of **plays, played,** and **playing.**

Words that come from other words are called *derived words.* **Suitable** is derived from **suit; advertisement** from **advertise.** Sometimes the spelling of the root word is slightly changed in the derived word.

A word having almost the same meaning as another word is called a *synonym.* Examples: **replied, answered; accurate, exact.**

A word that is opposite in meaning to another word is called an *antonym.* Examples: **private, public; good, bad.**

Words that are pronounced alike but which are spelled in different ways and have different meanings are called *homonyms.* Examples: **knew, new; steel, steal; deer, dear.**

# Abbreviations You Should Know

## *Names of the Provinces and Territories of Canada with Their Abbreviations*

Alberta = **Alta.**
British Columbia = **B.C.**
Manitoba = **Man.**
New Brunswick = **N.B.**
Newfoundland = **Nfld.**
Northwest Territories = **N.W.T.**
Nova Scotia = **N.S.**
Ontario = **Ont.**
Prince Edward Island = **P.E.I.**
Quebec = **P.Q.**
Saskatchewan = **Sask.**
Yukon Territory = **Y.T.**

## *Months of the Year*

January = **Jan.**
February = **Feb.**
March = **Mar.**
April = **Apr.**
May
June
July
August = **Aug.**
September = **Sept.**
October = **Oct.**
November = **Nov.**
December = **Dec.**

## *The Days of the Week*

Monday = **Mon.**
Tuesday = **Tues.**
Wednesday = **Wed.**
Thursday = **Thurs.**
Friday = **Fri.**
Saturday = **Sat.**
Sunday = **Sun.**

# Dictation Exercises

The paragraphs below contain some of the words which pupils in the seventh grade find hardest to spell. Listen carefully when your teacher reads an exercise to you a sentence at a time. Write each sentence. Correct your exercise by comparing it with the copy in the book. Study again the words you misspell.

PERFECT SCORE 15

1. When I read a **popular magazine**, the colourful pages of **advertising** spread like a **banquet** sometimes cause my **stomach to** want the good things pictured there. The wide **variety** of **articles** advertised appeals to both **rural** and **urban** readers. This helps **to develop** trade and to keep the great **freight** lines busy carrying **an enormous quantity** of foods. **Business** has learned that it is **profitable** to advertise.

PERFECT SCORE 15

2. By **applying** our **knowledge** of **science** to everyday living we have greatly **increased** our **leisure** time. We now enjoy greater freedom from **disease** and depend less upon **medicine** as a **remedy to relieve** our **physical** pains. We are **familiar** with the laws of health and prefer to **observe** them rather than to spend time in a **hospital**. We do not want sickness to **interfere** with the **ordinary** duties of life.

PERFECT SCORE 10

3. Every Canadian **citizen** should **appreciate** more fully the **privilege** of casting his **ballot** on election day. This right is a **guarantee** that each citizen shall have a part in his **government.** Instead of trying to avoid this duty for which he is responsible, the good citizen will **exercise** his **authority** as a voter to **preserve majority** rule.

PERFECT SCORE 20

4. Bob has just made his **schedule** of studies for the **second term.** He has a **genuine** interest in **electricity** and has **definite** plans for his future work. Bob's father is an **employee** in a great **electrical** company and his **advice** is **especially** helpful to Bob. Almost without **exception** Bob has received **excellent** marks. He knows it is **necessary** to be **thorough** in his work, since he wishes to

enter **college** at the end of his **senior** year in high school. His **principal** says Bob has **original** ideas and a **sincere** desire to **succeed.**

PERFECT SCORE 20

5. This morning I went to the **dentist.** I knew it would be an **unpleasant experience,** but I felt the **necessity** to **proceed.** The **presence** of the dentist did not make me **nervous,** but I did not like the **numerous** things he did before pulling my tooth. **Meanwhile** he tried to **entertain** me with stories, but I did not feel it was an **occasion** for too much talking. Finally he came toward me with an **official** air, as if he had made some important **decision,** and on the first **attempt** he lifted the aching tooth without **error** out of my mouth. The pain was not **extreme,** and almost **immediately** I climbed from the chair. **Cordially** the dentist invited me to be seated, but I thanked him for his **generous** offer and hurried home to receive the **sympathy** of my mother.

PERFECT SCORE 15

6. Sara has a **talent** for music. At school she plays the **violin** in the **orchestra,** and at church she sings in the young people's **choir.** She plays well and learns music without **difficulty.** Recently a group of young **musicians** gave a **benefit entertainment** for a local **society,** and Sara received a **certificate** for her playing. **Usually** she listens to grand **opera** over the radio on Saturday afternoon. She realizes that **appreciation** of the best in music is an important part of her **equipment** for a concert **career.**

# Brain-Teasers

The following words have been found hard for boys and girls and adults to spell. When you want to test your spelling ability or have a spell-down at school, you may use this list of words.

| | | | | |
|---|---|---|---|---|
| accommodation | communique' | guardian | occasionally | righteous |
| analysis | conscientious | inflammable | parallel | scissors |
| apparel | conveniently | jardiniere | penitentiary | siege |
| baccalaureate | coupon | lacquer | phosphorus | souvenir |
| bombardier | croquet | leopard | pigeon | stationery |
| canyon | dessert | liquor | precipice | supersede |
| cauliflower | discipline | menagerie | ration | technician |
| chamois | enthusiasm | millionaire | rendezvous | trough |
| chauffeur | exquisite | mischievous | rhubarb | villain |
| christen | grippe | mucilage | rheumatism | yacht |

# The Hundred Word Demons*

The following words look easy, but they have been found to be most often misspelled. Study them until you are sure you can spell them correctly.

| | | | | |
|---|---|---|---|---|
| all right | goes | likes | some | to |
| am | going | me | sometime | today |
| and | good-bye | morning | sometimes | tonight |
| are | guess | mother | stationery | too |
| because | Hallowe'en | Mrs. | summer | two |
| birthday | have | my | Sunday | very |
| Christmas | haven't | name | suppose | want |
| coming | he | now | sure | was |
| cousin | here | o'clock | swimming | we |
| didn't | him | October | teacher | went |
| don't | how | on | teacher's | were |
| down | I | one | Thanksgiving | when |
| every | I'll | our | that's | will |
| everybody | I'm | play | the | with |
| February | it | pretty | their | won't |
| fine | it's | received | them | would |
| for | January | right | then | write |
| friend | know | Santa Claus | there | writing |
| from | letter | Saturday | they | you |
| getting | like | school | time | your |

*This list is taken from the "Crucial Core Vocabulary in Elementary Language and Spelling," by JAMES A. FITZGERALD, *The American School Board Journal*, Vol. 103, July, 1942, pp. 22–24.

## DICTATION SENTENCES FOR THE WEEKLY LESSONS

Each word in a spelling list should be used in a sentence at the time it is dictated for pupil writing. The following sentences may be used for that purpose. Do not expect the pupil to write the entire sentence. The required words are in bold face type.

LESSON 1

**New Words.** 1. The pupils in our class want to learn to spell **correctly.** 2. Many of them have had perfect marks all **term.** 3. The work of the whole class is **gradually** improving. 4. If we try hard we may **establish** a new record this year. 5. Each week we list in our **catalogue** of spelling errors all the words we have missed. 6. Our spelling bees are of real interest to the whole **community.** 7. Our parents think they are very good **entertainment.** 8. The teacher says that patience is a **virtue.** 9. She used that **expression** in the class today. 10. We are now in the **process** of studying plural forms. 11. We have learned how to form the plural of **society.** 12. The plural of **battery** is formed in the same way. 13. We add an **es** to form the plural of **compass.** 14. An **es** is also added to the word **sketch.** 15. In the last spelling bee all the pupils missed the word **schedule.** 16. Everyone could spell **jacket** correctly. 17. Some pupils spelled **excursion** with a **k.** 18. A few spelled **mirror** with an **e.** 19. Can you form the plural of **university**? 20. Next time we shall be better **informed.**

LESSON 2

**New Words.** 1. The spelling society is going to **adopt** certain rules. 2. The chairman will make a **formal** announcement of them. 3. We shall be careful not to **misspell** so many words in future. 4. Mary's mother rents **furnished** rooms to university students. 5. Charles has been **elected** class president this year. 6. He thinks of **remaining** at our place over the holidays. 7. It seemed the rain would never **cease.** 8. The students will **advertise** their food sale. 9. They will consult the teacher about **advertising.** 10. Many pupils are going to **apply** for farm work this summer. 11. We want to **seize** every opportunity to be helpful. 12. Frank **applied** for work last Saturday. 13. His brother will soon be **applying** for work also. 14. The secretary **replied** to the letter. 15. She lost no time in **replying.** 16. Mother

will **accompany** me to the theatre this evening. 17. Will anyone be **accompanying** you to the football game on Saturday? 18. The class has been **supplied** with a set of new books. 19. Our picnic was **delayed** by a violent thunderstorm. 20. The storm **destroyed** many fine old trees in the park.

**Review Words.** 1. There are nine games on our basketball **schedule** this year. 2. More than five thousand people live in this **community.** 3. The first **term** will end next Friday. 4. Our spelling has been **gradually** improving. 5. Barbara is helping to **catalogue** the new books in the library. 6. Our school had a visit from the president of the **university** recently. 7. Our principal wants us to **establish** the practice of neatness. 8. Frank is going to draw a **sketch** of the sailboat for our healthful-living poster.

## LESSON 3

**New Words.** 1. We are **convinced** of the value of learning to spell correctly. 2. We must **determine** when to double the final consonant. 3. We must be **constantly** on the alert for difficult words. 4. Our gifts have been **wrapped** in fancy paper and pretty seals. 5. The girls have **trimmed** their hats with red ribbon bows. 6. The firm is **shipping** wheat to England regularly. 7. The girls like to spend an afternoon downtown **shopping.** 8. My sister is going to her friend's **wedding** next week. 9. In studying, we often **refer** to the dictionary for pronunciations and meanings. 10. The customer's request was **referred** to the manager of the store. 11. The request was then handled in the **ordinary** way. 12. Cold days and snowstorms **occur** frequently in February. 13. Harry will **submit** a report to the class. 14. Bids for the new building were **submitted** last Monday. 15. No one wants to **commit** an offence. 16. The police do not know yet who **committed** the crime. 17. Shall we be **permitted** to leave the meeting early? 18. No one can **compel** you to do wrong. 19. The rain **compelled** us to postpone our trip several hours. 20. The storm **occurred** in the late afternoon.

**Review Words.** 1. The secretary **omitted** some of the items from her report. 2. The class is **planning** to have a picnic at the lake. 3. An **accompanying** picture made our lesson clear and more interesting. 4. The class spent three dollars for **advertising.**

5. A heavy snowstorm **destroyed** some of our young trees. 6. This time our class did not **misspell** the word "schedule." 7. The officers will **seize** the stolen goods. 8. I hope the audience will **cease** talking when the orchestra begins to play.

## LESSON 4

**New Words.** 1. Members of our class seize every **opportunity** to learn. 2. Grace wants to be a **secretary** when she grows up. 3. Her father gave her a **typewriter** for her birthday. 4. She wants to learn to type **perfectly.** 5. Richard is the **chairman** of our club. 6. Harry expects to become a **preacher.** 7. His father was a **missionary** to China for several years. 8. We were entertained by the high-school **seniors** today. 9. It was a very interesting **occasion.** 10. One senior gave an **explanation** of how a plane flies. 11. It was an **accurate** description. 12. The class **considered** him a very good speaker. 13. I looked up some of the terms he used in the **dictionary.** 14. One of our **committees** is planning to put on a play. 15. Jack will take the part of a **burglar.** 16. Harry will dress as a **janitor.** 17. Margaret acts as a **companion** to a wealthy old lady. 18. John and Frank are business **partners.** 19. In the play Frank **rebels** against John's authority. 20. We hope to give the play soon before a large **audience.**

**Review Words.** 1. The **principal** visited our classroom today. 2. In the history class we learned the name of the first **governor** of Upper Canada. 3. Our lesson was more interesting than the **ordinary** one. 4. The teacher **referred** us to the dictionary. 5. We learned about things that **occurred** during the pioneer days. 6. Some of our essays were **submitted** to the principal. 7. Pupils who had perfect attendance were not **compelled** to take all the tests. 8. The teacher's Christmas present was **wrapped** in fancy red-and-silver paper.

## LESSON 5

**New Words.** 1. One character in our play was a big, **awkward** fellow. 2. James was dressed up to **resemble** a pioneer. 3. One boy played the part of a **noble** character. 4. Many of the pioneers were **religious** people. 5. Saskatchewan is a **prairie** province. 6. An **alcohol** lamp burns with a blue flame. 7. After the play the teacher was presented with a **bouquet** of red roses.

8. Carol has a **photograph** of her sister Louise. 9. We have a **democratic** form of government in Canada. 10. James wants to be an **aviator.** 11. Henry wants to fly in a **glider.** 12. Yesterday the boys and girls saw a **monoplane** fly over the school. 13. Every pilot must learn how to use a **parachute.** 14. The **propeller** started with a roar. 15. We watched the boys and girls coast down the hill on their **toboggan.** 16. The boy made an **apology** for being rude. 17. Jane added the long **column** of figures correctly. 18. One member of our class wrote a comic **verse** for the magazine. 19. The teacher will **compare** the work of the two girls. 20. Marie placed her watch on the **bureau.**

**Review Words.** 1. On the wall hung a picture of an **ancient** castle. 2. In the library there is a good book of children's **literature.** 3. Jane was elected class **secretary.** 4. Peter's birthday was a happy **occasion.** 5. Our class will have an **opportunity** to visit the museum on Friday afternoon. 6. The teacher repeated the **explanation** of the arithmetic problem for the class. 7. Our class has chosen five **committees.** 8. Linda does the most **accurate** work of all the pupils.

## LESSON 7

**New Words.** 1. Ruth has just read the story of a poor **immigrant** boy. 2. His early life was spent in **poverty.** 3. He did not have many of the **delightful** joys of childhood. 4. The family was sometimes in **extreme** want. 5. They were very happy when they were **admitted** to this country. 6. They liked the **appearance** of their new home. 7. The father was a **skilled** mechanic. 8. He was pleased with the **prospect** of finding work. 9. The boy took a **genuine** interest in his studies. 10. He worked hard to **create** a friendly feeling between himself and his classmates. 11. Everyone was **favourably** impressed with him. 12. One day John wrote a **description** of his native land. 13. The story was sent to a publishing **firm.** 14. To his great surprise, it was found **acceptable.** 15. Its publication in a magazine brought great **happiness** to his family. 16. From his school he received a **certificate** of merit. 17. Every pupil knew that John had **honestly** earned it. 18. They did not feel any **envy** of John's good fortune. 19. Everyone hoped that he would have a **glorious** future. 20. Perhaps John will become a famous **author** some day.

**Review Words.** 1. Many of our ancestors came from **foreign** lands. 2. We hope Uncle Edward will **succeed** in his new position. 3. Mary left her new gloves on the **bureau** in Mother's bedroom. 4. The boy felt better after making an **apology** for his rudeness. 5. Jack has an **alcohol** lamp in his workroom. 6. Bill likes to read stories of life on the **prairie.** 7. Fred said he felt **awkward** while making his speech. 8. The boys are carving a tiny **propeller** for their toy plane.

LESSON 8

**New Words.** 1. The immigrant boy, John, was a lad of good **character.** 2. His opportunities had been **limited.** 3. The boy had a sincere **belief** in his ability to succeed. 4. John was willing to make a **humble** beginning. 5. This boy had a **sincere** desire to learn. 6. He became **superintendent** of a shop. 7. The young man **displayed** much ability. 8. He had the **faculty** of getting along with people. 9. John inspired **confidence** in everyone whom he met. 10. The shop-owners placed him in charge of **production.** 11. Production was **immediately** increased. 12. He improved the whole **management** of the shop. 13. John gave all problems his **personal** attention. 14. He showed excellent **judgment** in his work. 15. The shop was always well **operated.** 16. The young man was looked upon with **favour.** 17. There was never any question of his **honesty.** 18. John was honest in both his public and his **private** life. 19. What does his life **illustrate** to you? 20. Does it show what you too may someday **accomplish?**

**Review Words.** 1. Mary is **sincerely** interested in her work. 2. A good manager must have a real **sense** of justice. 3. The young immigrant girl thinks that Canada is a **glorious** country. 4. She wants to become an **acceptable** citizen. 5. She has with her a **certificate** of good character. 6. We cannot judge a man's ability to work by his **appearance.** 7. No one likes to work with a person who is **disagreeable.** 8. The new manager took a **genuine** interest in the welfare of his men.

LESSON 9

**New Words.** 1. Many immigrant boys are **ignorant** of our language. 2. Most of them **completely** overcome this difficulty in time. 3. Herbert wanted to become a **literary** man. 4. He

began his **career** in high school. 5. They asked him to be **editor** of the school paper. 6. He started a **campaign** for a better paper. 7. Herbert **personally** supervised the work on the paper. 8. The paper became more **attractive** at once. 9. The students **readily** accepted his advice. 10. Herbert asked them to **criticize** the paper. 11. He was glad to consider any **sensible** ideas they submitted. 12. The students made a **collection** of school news. 13. Herbert thought athletics were **entitled** to a place. 14. This subject was not the only **feature.** 15. After leaving school Herbert became editor of a **magazine.** 16. He wanted to **publish** only the best material. 17. His magazine became a noted **journal.** 18. There was an increase in its **circulation.** 19. The magazine became a very **popular** one. 20. Herbert proved that an immigrant boy may **distinguish** himself.

**Review Words.** 1. George Brown became a **successful** publisher. 2. Many pupils in our class misspell the word **separate.** 3. The pupils are learning to show good **judgment** in selecting books. 4. Our choice of reading matter may often reveal something of our **character.** 5. The sick pupil was taken care of **immediately.** 6. One immigrant boy later became **superintendent** of a big machine shop. 7. The boy was helped by his **belief** in himself. 8. The teacher will **illustrate** her talk with drawings and photographs.

## LESSON 10

**New Words.** 1. Michael has good **musical** ability. 2. He now plays in the school **orchestra.** 3. He has been chosen to **announce** the programme at the concert on Friday. 4. Michael likes to sing in the mixed **chorus.** 5. At church he sings in the boys' **choir.** 6. Sometimes Michael has an opportunity to **render** a solo. 7. The boy thinks this is a great **privilege.** 8. Michael spends his **leisure** time in reading about musicians. 9. When he is older, he expects to **organize** an orchestra. 10. Perhaps this boy will become a great **director.** 11. Some musicians **arrange** their own music. 12. Michael has won the **friendship** of several good musicians. 13. They have gladly offered him their **assistance.** 14. Michael knows he will be helped by their **influence.** 15. The family hopes that the boy will become a great **musician** some day. 16. Everyone says that he has unusual **talent.** 17. Michael thinks that

people are too **generous** in their praise. 18. Many musicians have a favourite **composition.** 19. Our favourite solo instrument is the **violin.** 20. Have you ever had an opportunity to go to an **opera**?

**Review Words.** 1. Most of us need to study **grammar** very carefully. 2. Our teacher is not **completely** satisfied with our work this term. 3. Our class is going to subscribe to a new nature **magazine.** 4. What kind of magazine does your class **prefer**? 5. The teacher is going to **criticize** our essays in class today. 6. The principal will **personally** conduct our first field trip. 7. The class responded **readily** to his idea of the trips. 8. Our class president is a very **sensible** boy.

## LESSON 11

**New Words.** 1. Many great men and women are very **modest** persons. 2. The advice of these men and women is **frequently** sought. 3. Some people excel in **mental** ability. 4. Other people are noted for their **physical** ability. 5. John is interested in every kind of school **activity.** 6. His father is an **employee** of a mining company. 7. Tom's father does **drafting** in a steel plant. 8. Both men are very **particular** about their work. 9. We are sure they both deserve a **promotion.** 10. John wants to be a college **professor** some day. 11. He is the most **brilliant** pupil in the class. 12. Some athletes are **extremely** vigorous. 13. A girl will be **selected** to represent our class. 14. We are **fortunate** in having some good athletes. 15. We may win the game on Saturday if we are not too **impatient.** 16. All the players should be treated with **courtesy.** 17. Tom's father has just bought some **property** outside the town. 18. He thinks it will be a **profitable** investment for the future. 19. Perhaps he will get a good **income** from it. 20. The property is near **trolley** and bus lines.

**Review Words.** 1. We are trying to increase our **knowledge** of grammar. 2. Even in our games we can act like ladies and **gentlemen.** 3. Mary is going to play in the school **orchestra,** next year. 4. She hopes to become a good **musician** some day. 5. Nearly everyone enjoys listening to music at their **leisure.** 6. Mary's music teacher has given her much **assistance.** 7. Several of the pupils in our class have a real **talent** for music. 8. We think it is a **privilege** to study music.

## LESSON 13

**New Words.** 1. Many countries **throughout** the world have had famines at one time or another. 2. Canada, however, has never had a serious food **shortage.** 3. Our country produces a **variety** of foods. 4. Each kind must have **favourable** soil and climate. 5. We produce large **quantities** of grains, fruits, vegetables, dairy products, and meat. 6. We generally have an **ample** supply. 7. We can afford to be **liberal** to other peoples. 8. We should always take **immediate** steps to help those in need. 9. Our country has sent **supplies** to many nations. 10. Each year we **export** large amounts of grain. 11. There are some foods, such as oranges, which we **import** from other countries. 12. We try to grow vegetables of the best **quality.** 13. This may mean that the farmer must pay higher **wages.** 14. It is sometimes necessary to **adjust** food prices. 15. We hope always to have an abundant **quantity** of food on hand. 16. This means that we must raise tons of food **annually.** 17. We think everyone will **approve** this plan. 18. No one should go hungry in the **midst** of plenty. 19. Every province and **territory** in the country must produce its share. 20. We think the results will **justify** our plan.

**Review Words.** 1. New Brunswick and Prince Edward Island produce **excellent** potatoes. 2. My new sports jacket is made of a **coarse** woollen material. 3. Mr. Johnson is an **employee** of an electric company. 4. Electricity has proved to be **extremely** useful to the modern world. 5. Good food is necessary for **physical** strength. 6. Sam wants to be a **professor** in a university. 7. Not all great men have been **brilliant** students. 8. We think we are **fortunate** to have good schools in Canada.

## LESSON 14

**New Words.** 1. We have learned that **agriculture** is a great industry in Canada. 2. Some of our western farms cover **vast** areas. 3. Grain is grown on **practically** every prairie farm. 4. Sometimes we have an **excess** supply of food. 5. Surplus grains are often stored in a grain **elevator.** 6. There is sometimes **difficulty** in distributing food. 7. We hope to **solve** this problem before long. 8. All farmers wish to **dispose** of their products at a profit. 9. The government and the farmer should be in **agreement.** 10. There are certain duties each one must **assume.**

11. Then there will be food for each empty **stomach.** 12. Frank wants to **operate** a farm when he grows up. 13. He hopes to have a large farm, **including** some land for a pasture. 14. Some farmers grow a **combination** of grains. 15. In the prairies wheat is the leading **cereal.** 16. In many homes it is **customary** to have hot or cold cereal for breakfast. 17. Good food requires careful **preparation.** 18. Every girl should devote a **portion** of her time to learning to cook. 19. No one has to **urge** a hungry boy to eat. 20. We were **entirely** satisfied with our good dinner.

**Review Words.** 1. A wire fence was put up at the **boundary** of the farm. 2. We ship vast **quantities** of food to other countries each year. 3. There is a great deal of wheat grown **annually** in the prairie provinces. 4. We have a great **variety** of food on hand. 5. What kind of grains are grown in your **immediate** vicinity? 6. Does your mother have to **encourage** you to eat fruit? 7. Most parents **approve** the eating of cereal with cream. 8. Is the Yukon now a province or a **territory**?

## LESSON 15

**New Words.** 1. In Alberta there are many **prosperous** ranches. 2. From these ranches cattle are **regularly** shipped to market. 3. The cattle must undergo rigid **inspection.** 4. The beef must be carefully **prepared** for cold storage. 5. In some cities there are **commission** houses that handle meat products. 6. They buy their products at **wholesale** prices. 7. We buy our meat from a local **dealer.** 8. The dealer sells the meat at the **retail** price. 9. Our butcher also sells **poultry** and dairy products. 10. Much of our food is **transferred** by railroad. 11. It is sometimes more **convenient** to ship by truck. 12. Thousands of pounds may be sent in one **shipment.** 13. We like to know that our food has been **properly** inspected. 14. Pure milk is also an important **item** of diet. 15. You may have some of these foods in your **luncheon** today. 16. Chicken is often served at a **banquet.** 17. There are various foods in the **cafeteria.** 18. Have you ever heard a radio announcer **quote** food prices? 19. What is your **impression** of the importance of pure food? 20. We think it **probable** that you have some ideas on this subject.

**Review Words.** 1. In the evening Father **generally** reads the paper. 2. He likes to have dinner at the **customary** hour each day. 3. Mother says the **preparation** of dinner takes a lot of time. 4. We are **practically** never late for a meal. 5. The boy said his **stomach** felt better after a good lunch. 6. Some of our food has come over a long **route.** 7. In sowing grain, the farmer must **assume** some risk. 8. In the big store there is an **elevator.**

LESSON 16

**New Words.** 1. Michael listened to an **announcement** on the radio. 2. The announcer told of a **delicious** new food. 3. He said it contained an important **vitamin.** 4. Susan saw an **advertisement** in a magazine. 5. Susan does not **conceal** her liking for candy. 6. We are allowed to have some sweets in our **diet.** 7. Mother says variety in foods helps to make a **wholesome** meal. 8. Fruit must be kept free from **decay.** 9. Mother is going to **preserve** some of the peaches this week. 10. She does not want any **loss** of the fruit. 11. There are **various** methods of preserving food. 12. Jane wants Mother to **instruct** her in how to can vegetables. 13. There is a government **publication** that gives careful directions. 14. Mother will choose the most **suitable** method. 15. There is a **constant** demand for fresh fruit. 16. There is a daily **delivery** from the wholesale market. 17. Michael says that his favourite vegetable is **celery.** 18. Scientists often make a **comparison** of various foods. 19. The grocer said he would try to **guarantee** all products sold in his store. 20. In ordering supplies, we make **frequent** use of the telephone.

**Review Words.** 1. John was well **satisfied** with his good dinner. 2. The shipment of fresh vegetables was **transferred** to a refrigerated car. 3. The salesman was paid a good **commission** on the sale of the automobile. 4. We enjoy eating in the school **cafeteria.** 5. The **luncheon** is served promptly at twelve o'clock. 6. The food is **altogether** satisfactory. 7. John wants to be the owner of a **prosperous** business. 8. Will it be **convenient** for you to travel that far today?

LESSON 17

**New Words.** 1. The sea has a great **attraction** for some people. 2. Many men choose fishing as an **occupation.** 3. Some fish are

caught at a great **depth** in the sea. 4. Fishermen must sometimes face **disagreeable** weather and violent storms. 5. They like the sea **nevertheless.** 6. Some kinds of sea foods are usually quite **expensive.** 7. The lobster and the **oyster** are among these foods. 8. The codfish is not usually too **highly** priced. 9. Do you know the **location** of the Grand Banks? 10. Fish is **preferred** to meat by some people. 11. Jack's father likes to **recall** his fishing trips. 12. Fish **vary** greatly in size. 13. The little fish sought a **retreat** in the deep water. 14. Some restaurants offer a wide **selection** of fish. 15. Did you ever eat any fresh **salmon**? 16. Fish dealers seek ways to **expand** the market. 17. New methods in shipping make it easier to **distribute** sea foods now. 18. I like all sea foods with the **exception** of shrimp. 19. Jack says these stories **tempt** him to plan a fishing trip. 20. He feels sure his father will not **oppose** this plan.

**Review Words.** 1. Did you see the **advertisement** in today's paper? 2. It contained an **announcement** that oysters are now in season. 3. Mother says red snapper makes a **delicious** meal. 4. Father says that codfish contains a very important **vitamin.** 5. Our diet should be made up of **various** foods. 6. The little fish tried to **conceal** himself under a rock. 7. The rock seemed to him a **guarantee** of safety. 8. What **comparison** would you make between oysters and codfish?

## LESSON 19

**New Words.** 1. Many people are concerned about the **fate** of wild life in Canada. 2. Much has been done to **arouse** public interest. 3. Groups have been **organized** to make a study of wild life. 4. The people meet to **discuss** what should be done to preserve it. 5. There has been a steady **decline** in the number of buffaloes. 6. This decline has been going on for over a **century.** 7. There is only a **mere** handful of them left now. 8. The animals must be protected if they are to **endure.** 9. Many other wild creatures are becoming **scarce.** 10. Our class has had a **debate** on this subject. 11. Everyone showed **considerable** interest in the debate. 12. We want to overcome the **threat** to wild life. 13. We will make an **appeal** for its protection. 14. Many provinces have already taken **official** action. 15. Tom says he is a **customer**

for a book on wild life. 16. In the **meantime**, Father will try to answer his questions. 17. Father has never **refused** to answer our questions. 18. On the **horizon** we could see a deer running madly. 19. The deer seemed to be almost **exhausted.** 20. We felt **sympathy** for the tired creature.

**Review Words.** 1. The young people of our town have formed a **league** to protect wild life. 2. Each year the wild creatures **retreat** deeper and deeper into the forest. 3. John said he had always **preferred** to hunt with a camera. 4. He has offered to **distribute** some of his pictures. 5. Some people take pictures as an **occupation.** 6. John's camera is not a very **expensive** one. 7. The pictures were good with the **exception** of two. 8. The deer is a beautiful forest **creature.**

## LESSON 20

**New Words.** 1. Today we discussed the **conservation** of wild life in Canada. 2. The **majority** of the pupils in our class enjoy a good discussion. 3. We are learning to **appreciate** the value of wild life. 4. We have learned that hunters and fishermen must **register** their names. 5. They must each obtain a **licence.** 6. Laws have been passed to **regulate** hunting and fishing. 7. Can we really **estimate** the good these laws have done? 8. The government tries to make **reasonable** game laws. 9. Few people ever **protest** against a reasonable law. 10. A fine or a jail sentence may be the **punishment** for breaking these laws. 11. Everyone should be careful not to **cripple** an animal. 12. David said he would hate to do such a cruel and **stupid** thing. 13. A game preserve might well be called an animal **kingdom.** 14. Everything is done to give the animals a **normal** life. 15. Visitors are usually **cordially** welcomed. 16. We think Father will **consent** to our visiting a game preserve. 17. We shall be **obliged** to start very early. 18. The buses travel at a **moderate** rate of speed. 19. The drivers are very careful to keep within the speed **limit.** 20. We are now **occupied** in planning this trip.

**Review Words.** 1. Most of the buffaloes have now **disappeared** from the plains. 2. Special groups have been **organized** to study the protection of wild life. 3. These people have made an **appeal** to the government. 4. They want **official** help in their work. 5. Much has been done to create **sympathy** for the wild

animals. 6. We did not feel **exhausted** after our long motor trip. 7. We saw a flight of geese disappear beyond the **horizon.** 8. Our knowledge of the **universe** is limited.

## LESSON 21

**New Words.** 1. Our country is working to **maintain** its forests. 2. Timber was **formerly** very abundant here. 3. Each year has seen a steady **reduction** in the number of trees. 4. Much good timber has been used for **fuel.** 5. There have also been **enormous** quantities used as lumber. 6. Canadians finally became **aware** that the forests were disappearing. 7. We began to think **seriously** about this matter. 8. The people felt that a new **policy** should be adopted immediately. 9. The country was facing a very serious **situation.** 10. The government passed some **effective** laws. 11. These laws have helped to **relieve** this situation somewhat. 12. Timber is still being **purchased.** 13. Young trees are planted to **replace** the cut timber. 14. This plan should make our future supply **secure.** 15. We have never heard any **criticism** of the plan. 16. Has anyone offered any **objection** to it? 17. We feel that we are **justified** in saving our forests. 18. Each young tree planted is an **investment** for the future. 19. No doubt we shall continue to **pursue** this course. 20. Probably a man who liked trees was the first to **propose** it.

**Review Words.** 1. A big tree provides **precious** shade in summer. 2. We have marked the opening of the fishing season on our **calendar.** 3. No one can **estimate** the real value of our forests. 4. We know that a hunter or a fisherman must have a **licence.** 5. Our parents were **cordially** received by our teacher. 6. The **majority** of them stayed to hear our debate. 7. A great forest once **occupied** this pasture land. 8. Many people are interested in the **conservation** of our forests and wild life.

## LESSON 22

**New Words.** 1. We have had a talk at school on the subject of **irrigation.** 2. It is not necessary to **irrigate** all land. 3. In many places there is plenty of **moisture.** 4. In other places some **provision** must be made to supply water. 5. Recently some **immense** reservoirs have been built. 6. The **federal** government has given substantial aid to this work. 7. It has been necessary to **employ** many men. 8. Much wasteland has been made **fertile.**

9. We have just read a **pamphlet** telling about irrigation methods. 10. Every farm needs a **satisfactory** supply of water. 11. Water is an important **requirement** in the growing of crops. 12. Farmers conserve water when they **cultivate** the soil. 13. There are **numerous** other ways to save water. 14. Cultivation forms a sort of absorbent **cushion** about the plants. 15. We must give **consideration** to the water supply. 16. Many gallons of water are used for **sanitary** purposes. 17. A drinking fountain is indeed a great **convenience.** 18. Linda likes to watch the water **issue** from the fountain. 19. Reservoirs are used for the **storage** of water. 20. Did you read the **bulletin** telling about irrigation?

**Review Words.** 1. Wild animals live quite **safely** in a game preserve. 2. We have reached a **decision** about the programme for our concert. 3. Our teacher offered some very helpful **criticism.** 4. The new reservoir holds an **enormous** amount of water. 5. Growing forests help to **maintain** the water supply. 6. May I **relieve** you of that heavy package? 7. Helen plans to **pursue** her study of wild life. 8. Lack of sufficient rainfall can create a serious **situation.**

## LESSON 23

**New Words.** 1. Our last conservation discussion was about the **erosion** of soil. 2. This is a serious problem in many **rural** communities. 3. Many people in **urban** districts are also interested. 4. Good soil is a **foundation** for successful farming. 5. Every farmer looks upon soil as a source of **wealth.** 6. During recent years erosion has been **increasing.** 7. In hilly areas it is a problem of great **concern.** 8. When erosion starts, it demands **prompt** action. 9. The people must take **positive** measures to stop it. 10. Planting trees and shrubs is one good **scheme.** 11. The leaves and grasses help to **retain** the water. 12. Many years ago we **established** a Department of Agriculture. 13. This **department** has been a great help to us. 14. One of its duties is to **institute** plans to help farmers. 15. The farmers are **grateful** for any suggestion to prevent erosion. 16. Strip farming is now done on a large **scale.** 17. A heavy rain may carry away a large **deposit** of soil. 18. We believe a conservation programme is **required.** 19. Continued loss of soil will **decrease** the food supply. 20. We will not **argue** against spending money for this.

**Review Words.** 1. What do we call the **moisture** in the air? 2. What **provision** has been made for distributing water? 3. A recent **bulletin** told how to do strip farming. 4. A flood may do an **immense** amount of damage. 5. Running water is a great **convenience** in the home. 6. This has come to be almost a **requirement** in modern times. 7. We will use a government **pamphlet** in class for our conservation discussion. 8. We built a model **irrigation** project.

## LESSON 25

**New Words.** 1. Our school has just opened a new **gymnasium.** 2. It is a building of the most **recent** type. 3. Lighting and heating have received careful **attention.** 4. We are now **assured** a good place for indoor exercise and sports. 5. This is an important **factor** in our health programme. 6. Our principal has given us a fine **compliment.** 7. He said we had shown unusually good **co operation.** 8. Our parents have sent letters of **appreciation.** 9. Most of the pupils are careful to **observe** health rules. 10. We make regular visits to the **dentist.** 11. Our teacher said we were making **advancement** in classwork. 12. We are becoming more **familiar** with health rules. 13. We want to do more than just develop **muscle.** 14. School **attendance** has been much better lately. 15. The amount of illness has been lessened to quite a **degree.** 16. In the gymnasium there is a special room for health **instruction.** 17. We try to be **obedient** to rules of health. 18. Everyone seems anxious for **further** health instruction. 19. We think an **agreeable** disposition is a help in life. 20. Mother made a favourable **response** to our request for swimming lessons this summer.

**Review Words.** 1. Our new gymnasium is of interest to the whole **neighbourhood.** 2. This year we will hold our basketball **tournament** there. 3. The pupils are very **grateful** for this new building. 4. The principal is going to **institute** some new health courses. 5. He said that he had an interesting **scheme** in mind. 6. There has been a **decrease** in the number of pupils absent from school. 7. Our community did not **argue** about the need for the new gymnasium. 8. We **deposit** our club funds in the local bank every Friday.

## LESSON 26

**New Words.** 1. When we are ill, we want **expert** advice. 2. We think it is best to act with **caution.** 3. This morning Bobby went to **consult** his doctor. 4. Dr. Blake is both kind and **clever.** 5. Bobby says he feels better just to be in his **presence.** 6. Once last summer I had a **severe** cold. 7. The doctor said carelessness was **responsible** for it. 8. The cold caused me much **grief** and discomfort. 9. I had to **postpone** my trip to the country. 10. **Hence** I am now much more careful about my health. 11. I go to the doctor whenever I **suspect** any trouble. 12. A healthy body is the best **defence** against disease. 13. Sanitation is another helpful **weapon.** 14. We should try as much as possible to avoid **contact** with disease. 15. Doctors **recognize** many different kinds of germs. 16. Some germs are **visible** through a microscope. 17. Bobby went **directly** to the doctor's office. 18. He was careful to take the medicine **according** to the doctor's directions. 19. Why did you **hesitate** about going to the dentist? 20. Have you never heard the **quotation** about a stitch in time?

**Review Words.** 1. Our school has made great **advancement** in its health programme. 2. We think this is partly due to the new **gymnasium.** 3. The principal likes the **co-operation** of the pupils. 4. This morning he expressed his **appreciation** of it. 5. We have had good **attendance** this term, even during the cold weather. 6. We were pleased when the principal paid us such a fine **compliment.** 7. The school orchestra played an old **familiar** tune. 8. The pupils made a fine **response** to the cheer-leader at the game last Saturday.

## LESSON 27

**New Words.** 1. This morning a famous **surgeon** talked to our assembly. 2. The surgeon has **performed** many difficult operations. 3. He told us many things about **medical** progress. 4. Scientists are uncovering the **mystery** of disease. 5. Many an old **notion** has now been discarded. 6. One scientist made a very important **discovery.** 7. He found that yellow fever was spread by a **mosquito.** 8. At first this seemed to be a **peculiar** idea. 9. It has now been generally **accepted,** however. 10. The discovery has helped to control a **dreadful** disease. 11. The surgeon spoke in **behalf** of the health department. 12. He said

that unsanitary conditions were an **evil.** 13. He urged the study of **hygiene** in public schools. 14. Sanitation is an important part of the **remedy** for disease. 15. He **suggested** that more time be given to courses in sanitation. 16. Doctors are working to find a **cure** for every disease. 17. Part of their work is to **investigate** the cause of sickness. 18. The study of hygiene has a **distinct** p!ace in our educational programme. 19. Scientists are glad to **release** helpful information. 20. About seventy-five **per cent** of the pupils in our school now belong to the health club.

**Review Words.** 1. John thinks he would like to study **medicine.** 2. This year there has been little **disease** in the school. 3. The pores in your skin are **visible** through a magnifying glass. 4. Neglect of hygiene is often **responsible** for illness. 5. Bobby did not **hesitate** about seeing his doctor when he felt ill. 6. We should not **postpone** needed rest. 7. Mother is quick to **recognize** illness. 8. We feel comfort in the doctor's **presence.**

## LESSON 28

**New Words.** 1. We have been studying how disease is **controlled.** 2. Everyone is interested in preventing an **epidemic.** 3. There was a **brief** discussion after the lesson. 4. No one wants to **contract** a disease. 5. We should guard against even a **mild** epidemic. 6. The board of health is going to **introduce** some new rules. 7. The board has been given **authority** to institute any rules it thinks necessary. 8. Quarantine laws are **strictly** enforced. 9. Every **complaint** is investigated immediately. 10. Any district where a communicable disease breaks out is **closely** guarded. 11. The board of health will be even more strict **hereafter.** 12. We might **otherwise** have an epidemic. 13. Medicine is not the **sole** remedy for disease. 14. Rest and diet may be part of the **treatment.** 15. We did not want to have the needle **pierce** our arms. 16. Dr. Blake was so gentle that it was not **unpleasant.** 17. Jane has learned how to apply a **bandage.** 18. The health officer had a **legal** right to quarantine the house. 19. He knew that not a **soul** would object to his action. 20. Mr. Brown said there is no **argument** against a sound health programme.

**Review Words.** 1. We were so **disappointed** not to go to the country today. 2. We shall **probably** go there next week. 3. The

health officer will **investigate** the cause of the sickness. 4. He will discuss the matter with provincial **medical** authorities. 5. His report will be **accepted** by our citizens. 6. Our town pays much attention to **hygiene.** 7. The cause of disease is still a **mystery** to many primitive peoples. 8. Their witch doctors have some **peculiar** remedies for illness.

LESSON 29

**New Words.** 1. We have had another interesting **discussion** at school. 2. This time the discussion was about training for **athletics.** 3. Leaders in athletics know the great **importance** of good training. 4. You have **doubtless** heard how careful they are about diet. 5. They **attach** much importance to rules of hygiene. 6. We should do nothing that might **interfere** with good health. 7. The careless use of a drug may mean **disaster.** 8. Certain drugs can cause a **nervous** condition. 9. All drugs should be taken only as **directed** by the doctor. 10. We should **inquire** of our doctor about taking any medicine. 11. Some drugs **affect** both mind and body. 12. We **appreciated** our doctor's good advice. 13. Even a **hoarse** throat may require a doctor's care. 14. There is no **advantage** in neglecting our health. 15. Anyone who deliberately neglects his health is looked upon with **disgust.** 16. The boy's appearance would **indicate** a state of good health. 17. Father said that we should appreciate a good **appetite.** 18. We were **somewhat** surprised when he said this. 19. Our appetite may show, to some **extent,** our state of health. 20. We have heard **elsewhere** that a proper diet is important for everyone.

**Review Words.** 1. We should be **especially** careful to get plenty of rest. 2. A scientist needs a great deal of **patience.** 3. We think our doctor is a good **authority** on health. 4. Our city hasn't had an **epidemic** for several years. 5. Health-board rules have been **strictly** enforced. 6. The doctor was gentle when he had to **pierce** my arm. 7. The treatment was **unpleasant** but not painful. 8. There was no **argument** about building a gymnasium for the community centre.

LESSON 31

**New Words.** 1. Our school has bought some new **machinery** for its shop. 2. We are interested in every new **development.**

3. The **additional** machinery will improve our opportunities. 4. Every boy in the department will **benefit** by it. 5. We want to increase the **volume** of our work. 6. The teacher said that quality was **equally** important. 7. The shop is well **provided** now with machinery and tools. 8. The lighting and heating are **ideal.** 9. Our school also has a **domestic** science department. 10. It is complete with a laboratory, a kitchen, a sewing room, and even a **laundry.** 11. It has many **household** conveniences. 12. The girls are **confident** that they will receive much help. 13. Soon our Hobby Club will be getting ready for its **annual** exhibit. 14. We want to **engage** Mr. Wilson as a speaker. 15. We are waiting now for his **acceptance.** 16. This will **assure** us of a pleasant evening. 17. Some of our extra shopwork is done for **amusement.** 18. There was once **opposition** to the use of machinery. 19. The **furious** men thought that machines would deprive many workers of their jobs. 20. They now realize that machines have helped to **reduce** the hard work of mankind.

**Review Words.** 1. We held our **exhibit** of shopwork and domestic science last Friday evening. 2. Our parents **appreciated** the fine work we had done. 3. The first **division** of our class won the prize. 4. We **attach** much importance to shopwork and domestic science. 5. We do not let them **interfere** with other studies however. 6. Some of us are too young to do much in **athletics.** 7. Outdoor air seems to **affect** our eating. 8. Everyone goes home with a good **appetite** after sports.

## LESSON 32

**New Words.** 1. Some of the members of our Hobby Club have **original** ideas. 2. That is why our exhibit **succeeded** so well. 3. Many parents came to **examine** our work. 4. They looked upon it with much **satisfaction.** 5. We tried to be **thorough** in our work. 6. Bill's part of the exhibit was rather **unusual.** 7. It showed the **arrangement** of a small gasoline engine. 8. Bill kept it in **operation** during the exhibit. 9. The engine **delivered** power to a small wood lathe. 10. We now have more **definite** ideas about engines. 11. Our teacher thinks **youth** should prepare for a new age. 12. He says the future will call for **capable** workers. 13. There is an **urgent** demand for skilled mechanics. 14. Our teacher thinks we are an **industrious** group.

15. He thinks we make good use of our **energy.** 16. We shall do better work as we **advance** in our studies. 17. Bill thinks he would like to be an **inventor.** 18. He takes **naturally** to mechanical work. 19. Bill's father has an **appointment** with the teacher. 20. He hopes to reach some **conclusion** about Bill's future.

**Review Words.** 1. We have decided to have an **annual** exhibit of shopwork. 2. Teachers and pupils are **equally** pleased with the shop. 3. We go about our work with a **confident** air. 4. Each year we get some **additional** equipment. 5. We are receiving much **benefit** from our work. 6. We are studying the **development** of various machines. 7. The first and second divisions work in friendly **opposition.** 8. The speaker invited for our exhibit sent a note of **acceptance.**

## LESSON 33

**New Words.** 1. Our Hobby Club members set up telephone **communication** between two rooms. 2. We made an **instrument** to use as a receiver. 3. To our surprise the telephone worked like **magic.** 4. It caused a great amount of **excitement** among the boys. 5. The teacher made a **comment** about it before the club. 6. We tried setting up the telephone as an **experiment.** 7. It was our **ambition** to make it work well. 8. The first word **spoken** was heard in another room. 9. It seemed like a **delicate** instrument. 10. We found a loose **connection** in one room. 11. Then we began to **realize** what the trouble was. 12. We began at once to **renew** the wires. 13. After that we were able to **communicate** more easily. 14. Jack's father works for a **commercial** telephone company. 15. He has lately become the **assistant** manager. 16. His company has a **patent** on a new receiver. 17. We can now hear the **human** voice over a wireless telephone. 18. Wires between the two instruments are not a **necessity.** 19. The radio works in a somewhat **similar** manner. 20. The boys are very much in **earnest** about their work.

**Review Words.** 1. Helen wrote an **original** story. 2. In the story she told of an **unusual** experience she had had. 3. Her ideas were **definite** and clearly expressed. 4. She had been careful in the **arrangement** of the material. 5. Helen is very **thorough** in her work. 6. She is an **industrious** student. 7. The teacher

said she had **succeeded** in writing a good story. 8. Helen was **naturally** pleased with this praise.

## LESSON 34

**New Words.** 1. We are all very much interested in our work in the **laboratory.** 2. Sometimes our laboratory **equipment** does not work very well. 3. We do not let this **discourage** us however. 4. We are learning to overcome our **difficulties.** 5. This year we have been studying **electricity.** 6. There is a **telegraph** set in the laboratory. 7. Sometimes we pretend we are sending a **telegram.** 8. Just for fun we send **nonsense** messages. 9. We know that our **experience** will be valuable later on. 10. Some of us expect to take up **electrical** work. 11. Our schoolwork will be a good **basis** for it. 12. We have been reading about a young **genius.** 13. He had a hard **struggle** before he met with success. 14. The young man met with much **disappointment** in his early career. 14. He had the **wisdom** to keep on trying. 16. He became a **skilful** telegraph operator. 17. The young operator was always honest and **reliable.** 18. He made certain that all messages were sent out **promptly.** 19. Frequently he was trusted to send a very important **dispatch.** 20. We should all value a good **reputation.**

**Review Words.** 1. John takes a very great interest in **science.** 2. Richard says that he is more interested in **commercial** life. 3. My sister Mary is an **assistant** in the telephone office. 4. One day she was asked to telephone an important **communication.** 5. It was **necessary** for her to repeat the message several times. 6. Father says that the telephone has now become a **necessity** in business. 7. There was much **excitement** in our class when our homemade telephone really worked. 8. We are building a **similar** instrument now for another classroom.

## LESSON 35

**New Words.** 1. The members of our Hobby Club are now trying to build a model **submarine.** 2. We know that its **construction** will probably be very difficult. 3. Our teacher has a **practical** knowledge of engines. 4. He thinks it will be **remarkable** if we can build a model submarine. 5. We know that we are making quite a **venture.** 6. The work will **proceed** very

slowly at first. 7. A **carpenter** has made us a big tank for our model. 8. We are trying to arrange the tank to **represent** an ocean scene. 9. An inventor must have courage and **ability.** 10. Sometimes he is called upon to make a difficult **sacrifice.** 11. Robert Fulton had **vision** when he built the first steamboat. 12. In one **instance** the boat would not run at all. 13. At last, however, his vision became an **actual** fact. 14. In those days it **scarcely** seemed possible that such a boat could run. 15. There has been constant **improvement** in steamships since that time. 16. Today many steamships are employed in **commerce.** 17. Richard's father has an **acquaintance** who works in a big shipyard. 18. The man said that he thinks we **deserve** praise for our effort. 19. Our first experiments **threatened** to end in complete failure. 20. Our teacher said that he could at least give us **credit** for trying.

**Review Words.** 1. Thomas Edison was a very **skilful** inventor. 2. The home economics department has some new **equipment** this year. 3. We are having **difficulties** with a new machine in our workshop. 4. We are getting valuable **experience** in trying to make it work. 5. At first we met with **disappointment.** 6. Next term our class will study **electricity.** 7. We have a fine **laboratory** in the school for our work. 8. Our teacher allows no **nonsense** when we are experimenting.

## TESTS FOR THE FIRST HALF-YEAR

### *Test A*

| | | | | |
|---|---|---|---|---|
| cease | monoplane | compelled | submit | gradually |
| burglar | alcohol | schedule | partners | accompany |
| happiness | musician | honesty | employee | talent |
| render | immigrant | privilege | courtesy | influence |
| cafeteria | convenient | quantity | salmon | diet |
| guarantee | elevator | portion | preserve | supplies |
| immediate | item | poultry | adjust | vitamin |
| inspection | delivery | frequent | disagreeable | probable |
| mental | magazine | professor | honestly | personally |
| advertise | secretary | janitor | determine | prairie |

### *Test B*

| | | | | |
|---|---|---|---|---|
| opportunity | correctly | referred | bureau | resemble |
| apology | sketch | missionary | excursion | typewriter |
| impatient | physical | choir | career | activity |
| ignorant | chorus | sincere | feature | extremely |
| suitable | quote | wholesome | occupation | annually |
| announcement | luncheon | distribute | agriculture | banquet |
| operate | prosperous | preparation | favourable | stomach |
| leisure | author | criticize | distinguish | violin |
| community | ordinary | term | chairman | society |
| tempt | location | commission | delicious | expensive |

## TESTS FOR THE SECOND HALF-YEAR

### *Test A*

| | | | | |
|---|---|---|---|---|
| decrease | wealth | storage | conservation | considerable |
| mosquito | extent | defence | accepted | controlled |
| improvement | telegraph | opposition | commercial | acceptance |
| laboratory | remarkable | instance | sacrifice | similar |
| per cent | argument | surgeon | co-operation | athletics |
| bulletin | discuss | irrigation | replace | moisture |
| normal | established | urban | argue | reduction |
| moderate | horizon | register | scarce | majority |
| appetite | hence | elsewhere | disaster | disgust |
| assistant | capable | earnest | represent | necessity |

*Test B*

| | | | | |
|---|---|---|---|---|
| original | laundry | experiment | examine | practical |
| submarine | annual | domestic | volume | reliable |
| weapon | otherwise | remedy | epidemic | caution |
| muscle | mystery | peculiar | observe | discovery |
| hygiene | authority | attention | severe | factor |
| criticism | propose | positive | kingdom | grateful |
| concern | maintain | century | licence | federal |
| relieve | official | limit | closely | provided |
| familiar | advancement | hesitate | visible | brief |
| genius | telegram | thorough | electricity | inventor |

## DICTATION SENTENCES FOR THE HALF-YEAR TESTS

### FIRST HALF-YEAR. TEST A

1. The noise of the celebrations did not **cease** until well past midnight.

2. The **burglar** evaded the police.

3. The gift of a pony and cart brought Roger and Margaret much **happiness.**

4. The soloist will **render** two numbers.

5. Our school **cafeteria** serves a good hot lunch every day at noon.

6. Our laws **guarantee** protection to all good citizens.

7. These goods are for **immediate** delivery.

8. The scoutmaster made an **inspection** of all the tents in the camp.

9. The brilliant young scholar took a **mental** test.

10. Many of the local merchants **advertise** their goods in our school paper.

11. The boys were taken for a long ride in their uncle's new **monoplane.**

12. Much **alcohol** is now used in making rubber.

13. Bach was a famous **musician.**

14. The young **immigrant** boy later became a world-famous scientist.

15. The class made **convenient** arrangements for the picnic.

16. This huge grain **elevator** will hold thousands of bushels of grain.

17. The exciting story of the rescue made an interesting news **item.**

18. Many rural districts now enjoy free **delivery** of their mail.

19. Our class has organized a **magazine** club.

20. Helen is studying to be a **secretary.**

21. Mr. Johnson was **compelled** to serve on the jury.

22. Janet read carefully the games **schedule** for the school field day.

23. Everybody admires **honesty** in public office.

24. Every boy and girl should be enabled to enjoy the **privilege** of a good education.

25. A great **quantity** of ice lodged above the bridge during the spring thaw.

26. A large **portion** of the farm was planted in grain.

27. Our visit to the **poultry** farm was quite interesting.

28. We take a test at **frequent** intervals.

29. The visiting **professor** told us many interesting things about the habits of the chipmunk.

30. Our **janitor** takes great pride in the building.

31. Each pupil in the contest will **submit** an essay.

32. Jones and Smith are **partners** in a grocery business in our town.

33. Each **employee** in the winning section of the factory won a badge for efficiency.

34. The manager of the electrical factory treated us with great **courtesy.**

35. Ralph's father fished for **salmon** in the rivers of British Columbia.

36. The domestic science teacher is going to teach the girls how to **preserve** fruits.

37. David has not yet learned how to **adjust** the shutter of his new camera.

38. Witnessing that accident was a **disagreeable** experience.

39. A truly great man will admire those who **honestly** disagree with him.

40. Today we learned in class how to **determine** the volume of a cylinder.

41. The snow **gradually** melted from the mountainside.

42. Mother will **accompany** Susan and Michael to the dentist's office.

43. Jerry has real **talent** for drawing.

44. John Anderson's leadership is having a good **influence** on the whole class.

45. A regulated **diet** promotes good health.

46. The grocery store on the corner opposite the school sells school **supplies.**

47. We have learned that leafy vegetables contain an important **vitamin.**

48. The coach read out the **probable** line-up for the game on Saturday.

49. The teacher **personally** conducted our visit to the museum last week.

50. The fertile **prairie** stretched ahead of us for miles.

## FIRST HALF-YEAR. TEST B

1. This test will afford an excellent **opportunity** to measure progress.

2. The scout offered an **apology** to the scoutmaster for his misconduct.

3. The members of the team were very **impatient** before the game began.

4. No one wants to be considered an **ignorant** person.

5. Sir Wilfred Laurier's address was most **suitable** for the occasion.

6. The morning newspapers carried an **announcement** of a great new discovery.

7. The boys in the workshop classes were learning how to **operate** a turning lathe.

8. The teacher gave us a list of good books to read in our **leisure** time.

9. Our **community** has led the whole province several times in Red Cross drives.

10. This warm sunny weather will **tempt** us to leave our work and go swimming.

11. The girls are learning how to dive **correctly.**

12. Today each pupil wrote a **sketch** of Banting's life.

13. Active games help to promote health and good **physical** development.

14. The school **chorus** sang several well-known songs at the teachers' convention.

15. Larry likes to **quote** Stephen Leacock.

16. The girls served **luncheon** at twelve o'clock.

17. There are many **prosperous** wheat farms in the prairie provinces.

18. The **author** of the story I just read has a good sense of humour.

19. We followed the **ordinary** route to the camp.

20. Our school building has a beautiful **location.**

21. The request of our class for special lessons was **referred** to the principal.

22. A returned **missionary** told us about Chinese schools.

23. The music committee wants several more pupils to sing in the **choir.**

24. Our teacher has a **sincere** desire to help each one of us with our studies.

25. The cafeteria serves **wholesome** food.

26. The Boy Scouts will help to **distribute** literature for the Red Cross.

27. We are making **preparation** for our school exhibit of hobbies and crafts.

28. Our citizens **criticize** injustice.

29. The **term** examination in spelling is to be held on Friday afternoon.

30. John's brother earned a large **commission** on the sale of the automobile.

31. This bulletin on soil conservation was issued by a government **bureau.**

32. Our class is planning an **excursion** to the capital of our province.

33. Raymond Massey has had an interesting **career.**

34. The next issue of the school paper will **feature** our new science course.

35. Ben will take up printing as an **occupation.**

36. Our high school now teaches **agriculture.**

37. The school band received much **favourable** comment on its performance at the concert.

38. Helen expects to **distinguish** herself in music.

39. Our **chairman** maintained good order.

40. These **delicious** pears grew in the province of Ontario.

41. John and Mary **resemble** their parents.

42. Marie's older sister once made a new speed record on this **typewriter.**

43. The boys and girls voted swimming their favourite summer **activity.**

44. The new girl in our class is **extremely** timid.

45. We are planning to hold a music festival **annually** for the schools in the district.

46. The girls are making favours for the **banquet.**

47. Mother's good dinners are always satisfying to a hungry **stomach.**

48. Walter takes a **violin** lesson each Wednesday evening from seven to eight.

49. Mary's birthday party was reported in the **society** column of the newspaper.

50. Father believes that changes in style make clothing too **expensive.**

## SECOND HALF-YEAR. TEST A

1. There has been a **decrease** in absence from school since the health lecture.

2. Ruth was bitten by a **mosquito.**

3. Each pupil noticed an **improvement** in his spelling chart.

4. Dick has two periods of **laboratory** work each week.

5. We are learning in our arithmetic lessons how to find a given **per cent** of a number.

6. Each morning we read the school **bulletin.**

7. The sick boy's temperature is **normal** this morning.

8. A **moderate** wind was blowing across the lake.

9. The smell of beefsteak gave Ted an **appetite.**

10. John likes to act as **assistant** to the science teacher in the laboratory.

11. No one in our class desires great **wealth.**

12. The **extent** of the farm was shown by old-fashioned split-rail fences.

13. I shall **telegraph** Uncle Jim the time of my arrival.

14. Sir John A. Macdonald, Canada's first Prime Minister, was **remarkable** for his statesmanship.

15. There was no **argument** among the boys over the ownership of this knife.

16. Tomorrow we shall **discuss** Canada's military experiments in the Arctic.

17. John Cabot's voyage **established** Newfoundland as Britain's first overseas colony.

18. The sun has just sunk below the **horizon.**

19. The man had lost his key; **hence** he could not open the locked door.

20. Both brothers are **capable** physicians.

21. The farmers are placing their wheat in **storage** in huge grain elevators.

22. Many men have died in **defence** of their country.

23. Canadians will always meet with fierce **opposition** any attempt to undermine their freedom.

24. In this **instance** the doctor recommended that the boy be vaccinated immediately.

25. The noted **surgeon** restored the scientist's vision.

26. Much land has been made to produce good crops by **irrigation.**

27. About fifty-five per cent of the population of Canada lives in **urban** areas.

28. In our city all voters are compelled to **register** before they can vote.

29. If the book is not on the library table, you must look **elsewhere** for it.

30. The speaker made an **earnest** appeal for funds for the Red Cross.

31. Soil **conservation** has become a necessity for the welfare of our country.

32. The principal **accepted** the gift of a new flag in behalf of the school.

33. Many skilful pilots are now engaged in **commercial** flying.

34. The men who gave their lives for their country have made the greatest **sacrifice.**

35. We are learning the value of **co-operation.**

36. I must **replace** the cup I broke at Aunt Margaret's.

37. In this emergency there is little time to **argue.**

38. It is hard for Canadians to believe that food is **scarce.**

39. The sinking of the passenger liner was a great **disaster.**

40. Helen's father will **represent** this riding in Parliament.

41. The approach of the violent storm caused **considerable** alarm along our coast.

42. If he could have **controlled** his car, the accident might have been avoided.

43. The new chairman's speech of **acceptance** will long be remembered in our club.

44. The mountains are somewhat **similar** in shape.

45. Our principal regards **athletics** as a useful part of the school programme.

46. The low temperature last night turned the **moisture** on the trees into frost.

47. The men at the plant are expecting to have a **reduction** in salary shortly.

48. John was elected class president by a great **majority.**

49. The scoutmaster viewed the untidy tent with a feeling of deep **disgust.**

50. Our schools close only in case of **necessity.**

## SECOND HALF-YEAR. TEST B

1. The **original** settlement was made on this spot.

2. The boys in the Hobby Club are trying to build a model **submarine.**

3. A shotgun is too dangerous a **weapon** to be within the reach of small children.

4. Good food and exercise are builders of **muscle.**

5. The class in **hygiene** has learned much about the correct care of teeth.

6. I found the teacher's **criticism** of my composition helpful.

7. The welfare of our teen-aged boys and girls is a matter of great **concern.**

8. The medicine will **relieve** the pain.

9. Mother read us a **familiar** passage from the Bible.

10. Edison was a man of great **genius.**

11. Father bought Mother a new washing machine for her **laundry.**

12. Our school will hold its **annual** bazaar the first Saturday in April

13. We must start at eight o'clock; **otherwise** we shall be late for the concert.

14. The cause of cancer is still a **mystery.**

15. The writer is a great **authority** on English history.

16. The leader of the opposition will **propose** an amendment to the bill before the house.

17. The taxpayers voted to **maintain** the park.

18. We have read the **official** report of the recent Town Council meetings.

19. His **advancement** in his new job was rapid.

20. The **telegram** told of the plane's safe arrival at Gander Airport.

21. Luther Burbank, the famous botanist, liked to **experiment** with plants.

22. Our **domestic** trade is greater than our foreign trade.

23. Science has found a **remedy** for pneumonia and other similar diseases.

24. This mountain has a very **peculiar** shape.

25. At a signal the whole group came to a sudden stop and stood at **attention.**

26. The principal spoke to the assembled students in a firm, **positive** voice.

27. A **century** has elapsed since our town was founded.

28. There is a **limit** on the number of fish one may catch in one season.

29. The firemen did not **hesitate** to rush into the burning building to rescue the child.

30. To be an engineer you need to have a **thorough** knowledge of mathematics.

31. A skilled accountant will be asked to **examine** the financial records each year.

32. Bob knows how to determine the **volume** of a round tank.

33. The **epidemic** of measles may make it necessary to close the schools.

34. On Saturday we shall **observe** a national holiday.

35. A **severe** blizzard made travel impossible on the country roads.

36. This small **kingdom** was founded many years ago.

37. Bert carries his hunting **licence** in his pocket.

38. Marie looked **closely** at the pictures of the summer hotel.

39. In some parts of Canada the sun is not **visible** until ten o'clock in winter.

40. This great turbine generates **electricity.**

41. Banting put his knowledge to **practical** use.

42. Our newspaper publishes only **reliable** information.

43. Father slowed the car when he saw a **caution** sign at the top of the hill.

44. The **discovery** of radium was an important step in the fight against disease.

45. Weather is a very important **factor** in agriculture.

46. The Chinese were **grateful** to the Red Cross for the assistance given in the flooded area.

47. This hospital is maintained by a **federal** grant.

48. The air line **provided** a delicious hot lunch for the trans-Atlantic passengers.

49. The holiday was **brief** but enjoyable.

50. Who was the **inventor** of the sewing machine?